Registered No. M.—1175

315

The Mysore Gazette.

Vol. 51.] PUBLISHED BY AUTHORITY. [No. 35.

BANGALORE, THURSDAY, AUGUST 31, 1916.

PART III.

Legislative Measures and Rules thereunder.

Abstract Proceedings of the Mysore Legislative Council.

The Council met in the Public Offices Buildings, Bangalore, on Monday the 17th July 1916, at 12 noon.

PRESENT.

SIR M. VISVESVARAYA, B.A., L.C.E., M.INST.C.E., K.C.I.E., Dewan (Presiding).

Ex-officio Members.

1. SIR SRI KANTIRAVA NARASIMHARAJA WADIYAR BAHADUR, G.C.I.E., Extraordinary Member of Council.
2. A. R. BANERJI, ESQ., M.A., I.C.S., C.I.E., First Member of Council.
3. K. S. CHANDRASEKHARA AIYAR, ESQ., B.A., B.L., Second Member of Council.

Additional Members.

Official.

1. RAJAMANTRAPRAVINA DEWAN BAHADUR J. S. CHAKRAVARTI, ESQ., M.A., F.R.A.S.
2. K. S. DORASWAMY IYER, ESQ.
3. DEWAN BAHADUR C. SRIKANTESVARA AIYAR, ESQ., B.A., B.L.
4. P. RAGHAVENDRA RAO, ESQ., B.A., B.L.
5. RAO BAHADUR M. SHAMA RAO, ESQ., M.A.
6. D. M. NARASINGA RAO, ESQ., B.A., B.L.
7. C. S. BALASUNDARAM IYER, ESQ., B.A.
8. C. S. DORASWAMY IYER, ESQ., B.A., B.L.

Non-Official.

1. RAJASABHABHUSHANA DEWAN BAHADUR K. P. PUTTANNA CHETTY, ESQ.
2. M. CHENGIAH CHETTY, ESQ., B.A.
3. H. NARASINGA RAO, ESQ.
4. B. V. RAMASWAMY CHETTY, ESQ., B.A.
5. NAWAB GULAM AHMED KALAMI, ESQ.
6. M. BASAVA IYA, ESQ., B.A., B.L.
7. B. NARASINGA RAO, ESQ.
8. M. KARNICK KRISHNAMURTHI RAO, ESQ.
9. C. NARASIMHAIYA, ESQ., B.A., B.L.
10. B. K. GARUDACHAR, ESQ.
11. M. VENKATAKRISHNAIYA, ESQ.
12. S. SEETHARAMAIYA, ESQ.

ABSENT.

B. VENKATASHAMANNA, ESQ., B.A., B.L.

G. SREENIVASA IYER, ESQ., B.A., M.L. (Secretary).

Secretary's Report to the Council.

The Secretary reported to the Council that the Bill further to amend the Mysore Stamp Regulation, 1900, received the assent of His Highness the Maharaja on the 30th June 1916.

The Mysore University Bill.

Mr. A. R. Banerji.—SIR,—The preliminary motion before the Council to-day with reference to the Mysore University Bill is that the rules of business be suspended so that the report of the Select Committee together with the Bill as amended by them be taken into consideration at once.

Under Rule 46 of the rules of business at least 15 clear days' interval is required between the receipt of the Select Committee's report by members and the consideration of the same in Council; and further an interval of 21 days is also necessary between the date of the publication of the report and consideration of the same. On the last occasion when the Bill was read in Council some indulgence was shown in regard to the suspension of the ordinary rules of business. I hope that the same indulgence will be shown on this occasion also and in view of the urgency of the matter, the Council will allow the presentation of the report of the Select Committee before the due date and its consideration at once so that the Bill may be passed into law at this session after the necessary discussion.

I therefore, beg to move that the rules of business be suspended so as to allow the report of the Select Committee on the Mysore University Bill and the Bill as amended by them being taken into consideration at once.

Mr. D. M. Narasinga Rao.—SIR,—I beg to second the motion.

The motion was put to vote and passed.

Mr. A. R. Banerji.—SIR,—I now beg to move that the report of the Select Committee on the Mysore University Bill and the Bill as amended by them may be taken into consideration at once.

At the last session of this Council on the 29th of June 1916 when the Bill to establish and incorporate a University in Mysore was read in Council, the absolute unanimity with which the motion was received and passed and the enthusiasm as

well as the keen interest with which the general question of establishing a University was discussed, embolden me to suppose that no apology is needed for the expedition with which the Government desire to bring this measure on to the Statute Book. I can only hope that whatever differences there may still exist in regard to minor matters of detail, the Bill as amended by the Select Committee will, subject to a few verbal amendments which I shall later on propose on behalf of Government for the acceptance of the Council, pass at this session without a single dissentient vote or note of discord.

Before discussing the provisions of the Bill and referring to the observations of the Select Committee so far as the amendments proposed by them are concerned, I think it is my duty to bring to the notice of the Council the main outlines of the Mysore University Scheme as originally published, the salient points in the report submitted to Government thereon by the University Committee and the material alterations that have been made in the final scheme as approved of by Government. I shall confine myself only to the points of difference.

The University course as prescribed in the draft scheme consisted of English and the vernaculars which were both to be compulsory throughout the three years' course and two optional subjects in Science and Arts and it was stated that a special feature of the University was that the study of the vernaculars will be compulsory throughout the course. I quote the following from the draft scheme:—

"The vernaculars for the present, will be Kanarese and Hindustani. Kanarese is the language of almost the whole population in the State, and it has been considered unnecessary for the present to include the sister languages of Telugu and Tamil, though they are spoken by large number. If found necessary, they will be introduced later on. Hindustani has been added for the benefit of Mahomedan students who usually prefer it to Kanarese."

As regards the transition period, in 1916, students of the Junior Intermediate class (to be abolished) were to be given the option of joining the first year's Mysore University course. The first year Mysore University class was therefore proposed to be opened. The Senior Intermediate as well as the two B. A. classes of the Madras University were to be maintained. In 1917, the Senior Intermediate class and the Junior B. A. were to be abolished, 2nd year Mysore University class was to be opened and after July 1918 when the transition period would be over, the Senior Intermediate and the B. A. classes of the Madras University would cease to exist.

The draft indicated that for determining the constitution, a Regulation would be passed, that the University would, as far as possible, be an independent corporate body and that the administration of its affairs was to be left in the hands of its Council and the Senate; that the Professors were to have a very large share in the government of the University together with a certain amount of outside influence; the Vice-Chancellor was to be, in the executive charge of the University, nominated by the Chancellor and *ex-officio* Chairman of the Council and the Senate. The Council was to have cognizance of all academic and financial matters and the Senate was to be an advisory and legislative body; the members of the Senate were to be appointed by the Government in the first instance but eventually one-third were to be nominated, one-third elected and the remaining one-third elected by the registered graduates. The members of the Senate were to hold office for three years.

In framing the draft scheme, the Government had, after mature consideration of the several important principles involved and the advice tendered by the Government of India, decided upon the appointment of a Vice-Chancellor who would be able to devote his whole time to its interests. It was also intended that the Council and the Senate should have a constitution affording a simple machinery, the former being the executive body and the latter merely the advisory body.

When the Government on the 1st of April last appointed a Committee to make all the necessary arrangements for the purpose of starting a University on the 1st of July, they instructed the Committee to keep to the main lines of the scheme as indicated in the draft, to fill up all details and suggest all the necessary measures required to bring the scheme into operation on the appointed date. The President of the Committee was Rajamantrapravina Mr. H. V. Nanjundayya, C.I.E., and the members were (1) Rajamantrapravina Dewan Bahadur Mr. J. S. Chakravarti,

(2) Rao Bahadur Mr. M. Shama Rao, (3) Mr. J. G. Tait, (4) Mr. T. Denham, and (5) Mr. V. Rangaswami Iyengar, with Mr. N. S. Subba Rao as Secretary. The Committee submitted their report on the 10th of June and it is perhaps desirable that I should refer to some of their conclusions and recommendations chiefly in respect of matters regarding the courses, constitution and the transition arrangements.

As regards the University Entrance class, the Committee pointed out that there were temporary difficulties which prevent the scheme from being carried out in full and as a result of their investigations they recommended certain minor modifications which restricted the opening of the classes to Bangalore, Mysore, Tumkur and Shimoga. The Committee also recommended a revision and simplification of the grouping of optional subjects and their recommendation on the point was accepted by Government in their Order dated the 24th June last.

For the transition period they recommended that the Junior B. A. of the Madras University need not be continued as the Intermediate examination marks a definite stage in the Madras University course and they suggested the opening of the first year Mysore University class, the continuation of the Senior Intermediate and the Senior B. A., Madras University classes and it was indicated in the Committee's report that those who pass the Junior Intermediate should have the option of going into the first year Mysore University class. In the final scheme, however, the Government have accepted these recommendations partly and have deferred opening the first year Mysore University class and decided to retain the Junior Intermediate class of the Madras University for the benefit of those intending to pursue Law, Engineering, or Medicine as a recognition of the Mysore University Degrees has not been definitely obtained. In other respects the University Committee's recommendations have been accepted and the admission of those who have passed the Intermediate examination of the Madras University to the second year Mysore University class has been sanctioned. It is understood that out of the 52 students that passed the Intermediate examination, 30 have been so admitted into the second year Mysore University classes.

From the questions raised at the last meeting of the Council by some of the members it is evident that some misapprehension exists as to the transition arrangements and if this has not been already removed by the lucid explanation given by Dewan Bahadur Mr. Chakravarti during the last debate, I should be glad if questions are put at this debate so that I may deal with them in my concluding remarks, if necessary.

As regards the special character of the draft scheme regarding the vernaculars I think it necessary to lay before the Council, the following extract from the report of the University Committee to show the main considerations which have induced Government to make the change:

"One of the important questions that came up for consideration was the place that should be given to other languages such as Sanskrit, Tamil, and Telugu in the scheme. The original intention was to have only Kannada and Hindustani as compulsory languages. Kannada being the language of the State it was considered that all those who pass through the University should be able to write it correctly and in good style. Persons resident in Mysore whose vernacular happens to be either Tamil or Telugu almost invariably learn to read and write Kannada and in many cases, they use their vernacular only for conversation in the family circle. The Mussalmans of the State, however, do not take this course and study Hindustani by preference. It was on these grounds that only these two languages were included. But many representations have been received that Tamil and Telugu should not be excluded, as such exclusion would be a great hardship to many students who have taken those languages for their school course, and would moreover shut out outside students almost completely.

"Many representations were received in favour of recognising Sanskrit to a larger extent. According to the original scheme, Sanskrit could be taken up only as one of the two Optional subjects, and provision would be made for it only in the Mysore College. It is complained that this course would almost extinguish Sanskrit studies in the Mysore University in the same way as in Madras after the recent changes.

"Lastly, it has been represented that the obligation to study Sanskrit or Kannada would work as a hardship on those who use English as their mother tongue, and that it would be a useful departure to allow the option of substituting French.

"These views seem to the Committee to have much weight; and so the Committee unanimously recommend that under the compulsory group of subjects, a second language be prescribed as was the case in Madras formerly, and the students be given the option of taking any one of the following languages Kannada, Tamil, Telugu, Hindustani, French, Sanskrit and Persian. The courses in Sanskrit and Persian as compulsory second languages will be lower than the courses in these languages in the optional group. Further, when either of them is selected as an optional subject, some other language should be taken as the second language. The Committee do not consider it sufficient to prescribe only composition in a vernacular language, as without studying books, a student does not usually attain any proficiency in composition. The Committee would also point out that so far as Kannada is concerned, a certain amount of Sanskrit is as necessary as a study of classical Kannada works to understand the language properly."

In accepting these recommendations in this matter, the Government do not consider their decision as a settled fact. In reply to an interpellation at the last meeting by Mr. B. Narasinga Rao on the subject of this very modification, the Government said that the change had to be made to meet the needs of candidates who had already taken up vernaculars other than Kannada and that the question would be examined once more.

Mr. Narasinga Rao has attached a note to the report of the Select Committee on this subject and as he says that he is not aware of the circumstances which forced such a change of spirit in the mind of the Government and as he complains that the recommendation of the Committee has not been made available to the public, I make no apology for giving the above extract.

On the general aspect of this somewhat controversial question it may be interesting to this Council to know that although there is a very large volume of opinion in favour of making only Kannada compulsory in the University course, very strong representations have been submitted both to the Committee as well as to the Government from many influential quarters amongst the subjects of His Highness the Maharaja urging a modification in this respect. According to the last Census report, the Kannada speaking population of the Mysore State is 4,141,939 and the other languages are represented by 1,548,466 of which the total Telugu speaking population comes to 902,803. Tamil and Telugu have been included in the curriculum of the Mysore Secondary School Leaving Certificate examination and unless the whole curriculum for such a certificate from the lower standards is modified and made exclusive in favour of Kannada, it is difficult to see how right at the top for the University course Kannada alone can be made compulsory without providing for the language requirements of over a million and a half, of the population of the State. It must therefore be admitted that considerable difficulties exist in regard to the solution of the matter and however sympathetic the Government may be towards the desire to see the Kannada developed as the national language of the State as urged by Mr. Narasinga Rao, the Government have found it necessary to be fair and just at the very beginning and to make such arrangements as would create no immediate difficulties and a general disturbance in the vernacular curricula of the State. It is indeed very gratifying that movements such as the Karnataka Sahitya Parishad are taking vigorous and active steps for the development of the Kannada language and literature and for bringing into existence a sufficiently large number of suitable text-books on literary scientific and historical subjects; for instance, only the other day practical measures were taken by the Parishad to publish up-to-date general text-books in science and history and masterpieces of the ancient and modern authors. At present it cannot be said that there is in Kannada a large body of literature either scientific or literary to form the substance for higher University studies. It was only yesterday that I read in a local paper a review of an elementary text-book on Physiology and another Kannada work called Arthasadhana. These are indeed most encouraging signs of the times. When this movement spreads and its activities produce tangible results it may be easy to make Kannada compulsory as a

second language in all the stages of education making special provision for the Tamil, Telugu and Hindustani speaking population. But it will be obviously unjust as well as unfair to the latter classes to exclude them altogether in any scheme of University education all of a sudden and after all, it must be conceded that making Kannada language compulsory in the University course is not the only step necessary to increase a patriotic spirit and a national solidarity amongst the Kannada speaking population. I venture to say I cannot find the exclusive spirit, however, patriotic, as being one of the "precious principles of modern University education" to quote Mr. Narasinga Rao's words, anywhere else. A writer in a local paper recently quoted the instance of Bengal as having made wonderful strides in national solidarity through the medium of its vernacular. There, the Bengali literature owed its impetus to the genius and scholarship of the father and pioneer of that literature—the great social, religious and educational reformer, Raja Ram Mohan Roy—nearly a century ago, and in referring to the remarkable development of that literature during the past 50 or 60 years, I am only quoting an instance which goes to show that any artificial arrangement such as making the vernacular language of the Province compulsory in the University course is not an essential element in a scheme for the development of that language and that its exclusion from the list of compulsory subjects of University Studies does not cause any injury to it as the national language or cause its hold on the people to be weakened as is feared by Mr. Narasinga Rao. We may also perhaps consider the position the English language has had in the oldest Universities of Oxford and Cambridge. In Bengal the first attempt made in Oriental scholarship was the establishment of a Sanskrit Hindu College in 1824 and Bengali literature developed there in rapid strides without the assistance of compulsion. Bengal has produced authors of world-wide reputation like Bunkim Chatterjee and Rabendranath Tagore. The new Matriculation examination was introduced in the Calcutta University only six years ago and vernacular composition (not necessarily Bengali) was made compulsory in the Matriculation and Higher examinations since then. For about 10 or 12 years previous to that there was *optional* vernacular composition up to the B. A. Before that vernacular composition was compulsory in the Entrance examination but there was no vernacular in the higher examinations except in the F. A. for female candidates. There has all along been (and still is) separate provision for those whose mother tongue is not any Indian vernacular. Vernacular composition is not compulsory for them. I am obliged to Mr. Chakravarti for this information.

The Council will therefore see that to the "Kannada must be compulsory" cry here there is no parallel in the history of the Calcutta University. That University has never intended to make Bengali compulsory for all. It has all along made provision for those whose mother tongue is not Bengali. I think there is every hope that the place Kannada has been given in the University course of study will far from causing its force as a national language being diminished, will as time goes on give it a firmer footing amongst the educated classes of the Kannada speaking population.

Turning again to the several representations that have been made on the subject, it is apparent that there is no unanimity in the opinions expressed; for whereas some advocate a comparative and co-ordinate study of the Dravidian languages there are others who are anxious to place Sanskrit in a more important position on the ground that it is the mother and the source of inspiration of all the vernaculars of India. The Mysore Education Union for instance, resolved that a Classical language be made alternative with a vernacular and a copy of this resolution was submitted to Government by our friend Mr. M. Venkatakrishnaiya who is the Vice-President of the Union and a member of this Council. Perhaps it will interest the Council also to know that although Mr. Venkatakrishnaiya has subscribed to the note of Mr. B. Narasinga Rao attached to the Select Committee's report, I find no reference to the language question in the views with which he favoured Government regarding the general scheme of the University. It has also been represented that Kannada cannot develop without the help of Sanskrit and that it is therefore necessary to make the study of Sanskrit obligatory from the commencement of the education of all Hindus. Another representation suggested that the State language should be imposed on every Mysorean irrespective of caste, creed or religion. The citizens of Bangalore at a public meeting resolved that the

students who desire to take Sanskrit instead of Kannada should be given reasonable facilities so that Sanskrit might be an alternative compulsory language. Some others urge that Kannada would be nowhere if it is dissociated from Sanskrit and that therefore Sanskrit should form part of the course of instruction in Kannada. One public body has represented that in view of the historical relationship between Kannada and Telugu, Telugu language and literature should be included in the University curriculum.

Mr. Karnick Krishnamurti Rao, one of the members of this Council during his remarks on this Bill at the last meeting, suggested that Kannada being the vernacular of the country should be made compulsory for all students that enter the University. He has, however, in his written communication to Government embodying his views on the scheme suggested that Kannada, Telugu, Hindustani, Persian and Sanskrit should all be introduced as optional subjects provided that those who take up a second language other than Kannada should also study the elements of Kannada. He also added that those who study higher Kannada should also study elementary Sanskrit. And he very pertinently remarked that an elementary knowledge of Sanskrit is necessary when foreign ideas are introduced into the vernacular. The Mysore Book Club recommended Telugu as fit for inclusion amongst the vernaculars with the reservation that the candidates taking a vernacular other than Kannada should be required to undergo an examination in Kannada composition and translation. I may add that our friend Mr. Venkatakrishnaiya again figures here as the President of the Committee which submitted this resolution. I may also quote the opinion of Mr. B. Ramakrishna Rao who may be considered to be entitled to speak with some authority on the subject. The representation that he submitted to Government is couched in the following words. "The main source of help of so many Indian vernaculars is the Imperial Sanskrit language. This is regarded as their mother-tongue and the interests of Kannada and Telugu are very much bound up with it; a good many Sanskrit words are found indispensable also in popular Tamil. Our vernaculars prosper in direct proportion to the knowledge of Sanskrit possessed by those that speak and write in them. The foregoing considerations point emphatically to the need for including Sanskrit and Telugu if not Tamil also as optional languages in our University course."

Lastly, I may be permitted to mention the fact that Mr. B. Narasinga Rao himself in his communication to Government on the University scheme has made no reference to the language question. It may be that he entirely approved of the original draft scheme so far as this matter went but the enthusiasm with which he has taken up the cause of Kannada might perhaps have found some expression in that communication.

I have taken the liberty to refer to some of the opinions and representations on the subject to show that there are two sides to this question and I think a calm and impartial reflection on the main points and the difficulties involved will show that the present decision of Government is under the circumstances the only possible one to adopt. As already stated, the Government have still an open mind and they don't consider that their decision is a settled fact. It will no doubt be left to the University authorities to reconsider the matter at a subsequent stage when it becomes ripe for such re-consideration; but the Government hold that the present arrangements at all events do not in any way militate against Mr. Narasinga Rao's ideal—with which they have every sympathy—for the interests of the Kannada speaking population are perfectly safeguarded and no inducement is offered to them to follow any other course than Kannada.

I need not detain the Council with any detailed reference to the changes that have taken place in the final scheme as approved by Government so far as the constitution of the University is concerned. The original outlines have, in the main, been adhered to except that the relative position of the Senate and the Council has been more precisely defined; the number of members to be appointed by selection has been definitely fixed so far as the different bodies entitled to enjoy the privilege are concerned. It is to be admitted that in certain quarters there is a sense of disappointment that the representation allowed to the general educated community is not as large as may be expected and that the independence of the University which is referred to in the original draft scheme is not as substantial as therein indicated but it is only necessary to point out that out of a minimum of

40 members, 18 are to be appointed by election and adding to that figure the 9 Councillors and the University Professors who must necessarily be members of the Senate and who will at any time not count less than a dozen, the scope for nomination reduces itself almost to nothing unless the maximum of 60 is resorted to.

In now presenting to this Council the report of the Select Committee which has given detailed explanation for the amendments that have been proposed in the body of this Bill, I need refer only to the main considerations of policy that have influenced them in making those amendments. I leave alone verbal changes or other additions which have been necessitated to make the Bill complete in itself and free from inconsistencies and ambiguity. The original clause 7 which is now clause 9 provides that the members of the Senate appointed by Government should hold office for a term of one year after the lapse of which, the Senate shall consist of the members of the Council, the University Professors, 18 elected as provided in sub-clause (c) and the remaining nominated by the Chancellor. The section as amended will, I hope, be considered as distinct improvement over the original draft. As regards the conferment of honorary degrees and cancellation of degrees, etc., the Select Committee are decidedly of opinion that the recommendation in all such cases should be supported by a large majority of the Council and they have amended the section accordingly. So far as finance and control are concerned, the Select Committee have proposed that the budget should be considered by the Senate before submission to Government and so far as the special powers of Government provided in new section 20 are concerned, they have proposed that the Government may exercise such powers as may be necessary to give effect to their instructions. One very important amplification so far as the constituent Colleges are concerned has been made in the old section 14, new section 15, to the effect that all properties, both moveable and immoveable attached to such constituent Colleges shall vest in the University.

Lastly, I would point out that the two schedules have been eliminated from the Bill and all reference to the schedules has been omitted. The first schedule was considered unnecessary as the Select Committee were of opinion that the appointments might be notified in the Gazette by Government and as regards the second schedule containing the Ordinances and detailed provision regarding courses of study, rules of business, etc., the Select Committee consider that they are of a far too technical and detailed character to admit of being embodied in a legislative measure. They have suggested that the first Ordinances embodying the general scheme of the University as approved by Government may be issued in the official Gazette under section 21 (3) of the amended Bill. These Ordinances will for the most part be as those originally published with the Draft Bill subject to such verbal changes as may be necessitated as a consequence of the amendment made by the Select Committee, and I am to give a general assurance that they are not final and any changes necessary as to details may be considered by the University authorities and submitted to Government in due course for sanction.

With the above observations, I now beg to move that the report of the Select Committee together with the Bill as amended by them be taken into consideration at once.

Mr. D. M. Narasinga Rao.—SIR,—I beg to second the motion that the report of the Select Committee together with the Bill as amended be taken into consideration, with the following observations:—

The Select Committee have amended 19 sections out of 23, the total number of sections contained in the original Bill. About sixty-six amendments have in all been made by the Select Committee, of which 52 are verbal and 14 substantial. The latter relate to 13 sections. All these have been referred to in the report of the Select Committee and also the learned speech of the First member. My observations will be confined to the general features of the constitution of the University.

The first point to which I wish to draw attention is the position of the Chancellor in our University Scheme. Under Section 7, His Highness the Maharaja is the Chancellor of the University and the highest controlling authority. Provision for certain specific powers of the Chancellor has also been made in this and five other sections following, *viz.*, 9, 10, 12, 14 and 15. The Chancellor may direct inspection of the University institutions, annul any proceeding of the

University which is not, in his opinion, in conformity with the Regulation or the Ordinances and may appoint a Pro-Chancellor to whom he can delegate any of his powers and functions (section 7).

The Chancellor may fix the strength of the Senate between 40 and 60, nominate a certain number of Fellows, approve the election of Fellows and cancel the appointment of a Fellow on the representation of the Senate (section 9).

The Chancellor may also appoint a certain number of the members of the University Council (section 10).

The Chancellor may appoint or remove a Vice-Chancellor at his pleasure and preside over the Convocation and confer degrees (section 12).

The Chancellor may under certain circumstances confirm the conferment and cancellation of honorary degrees on the representation of the Senate (sections 14 and 15).

Almost all these powers ordinarily appertain to the position of Head of the University. In one important respect, however the relation of the Chancellor to the Mysore University is exceptional. He is *not* a Member of the Body Corporate, as is generally the case in other Universities. This distinction is necessary. Because constitutionally, His Highness the Maharaja is the Government of Mysore, and is also above Courts of law whereas the Body Corporate of the University is liable to be sued in the ordinary courts under clause 2 of section 4.

The status of the Chancellor as defined in the Bill secures for the University a close association with the Ruler of the State, an advantage which no other University has the distinction to possess.

The Senate with the Council and the Vice Chancellor is the Body Corporate of the University: (section 4) and it can hold and dispose of any property and also do all other acts incidental or appertaining to a body corporate for the purpose of the University.

Its responsibility consists of the entire charge of the organization of instruction in the University and the constituent Colleges, the curriculum and the examination and the discipline of students and the conferment of ordinary and honorary degrees (section 9). The minimum strength of the Senate is 40 and the maximum 60, 18 Fellows being elected, 6 by the Senate, 6 by the Registered Graduates and 6 by the Faculties (section 9); the majority of Fellows being persons connected with education or following the profession of education.

The Senate possesses certain other statutory powers, *viz.*, to institute and confer such degrees and grant such diplomas, etc., as may be prescribed by the Ordinances (section 13); to consider the University Budget (section 18); to frame Ordinances (section 21) and also to make subsidiary rules for conduct of business (section 23).

A few remarks regarding the position of the Senate in some other Universities will perhaps facilitate a determination of the precise status assigned to the Senate in the draft Regulation.

The Senate of the London University furnishes a type of the strongest body. Because it is the academic, legislative, executive and supreme governing body of the University.

In the British Indian Universities, the syndicate constitutes the executive authority of the University, the Senate retaining the other three characteristics of the London University.

In the Hongkong and Benares Universities, the Senate is a mere academic body, while the Court is the legislative and supreme governing body of the University exercising control over the Senate through its executive agent, *viz.*, the Council. In the Benares Hindu University, the Senate is a deliberative body even in academic matters, its executive agent being the Syndicate, whereas the Senate in the Hongkong University also exercises executive powers in academic matters.

Our Senate is a legislative body like that of the London and British Indian Universities and unlike that of the Hongkong and the Benares Hindu Universities. It is an academic body like the Senate of all the Universities referred to. In

academic matters, it is also the supreme governing body of the University as it has the entire charge of the organization of instruction in the University under section 9. But its functions like those of the Senate of the British Indian Universities and of the Benares Hindu University are deliberative.

Our Senate with the Council and Vice-Chancellor also forms the body Corporate of the University like the Senate of the British Indian Universities for instance. But unlike them, it is not expressly declared to have the entire management of and superintendence over the affairs and concerns of the University.

So much concerning the character of the Senate. A few remarks will now be offered regarding the extent of elective element in its constitution.

Election by registered graduates is not provided for in the Hongkong Act; in the Punjab and Allahabad University Acts 10 out of either 40 (minimum) or 75 (maximum) members may be elected by the Senate or by registered graduates; in Calcutta, Bombay and Madras Universities 10 out of either 50 (minimum) or 100 (maximum) members, in the Benares University 5 out of 50 or more members and in London University 16 out of 54 members may be elected by the registered graduates. The University Commission recommended that election by graduates might be permitted up to a limit of 10 per cent. In view of these provisions, election of 6 graduates allowed by section 9 of the Mysore University Regulation does not appear to be inadequate.

The Senate itself has the power of electing 10 members in the Benares Hindu University, and 10 in the Panjab and Allahabad Universities if none is elected by registered graduates, as against 6 in Mysore. There is no provision for election by the Senate in the other Universities referred to.

In the Hongkong and Benares Hindu University Acts no provision is made for election by Faculties. On an average, 2 per each Faculty in the London University 2·5 in Madras, one in Allahabad and one in the Punjab can be elected by the Faculties, as against three in Mysore.

These remarks serve to illustrate that Mysore does not stand behind other Universities in making adequate provision for election of Fellows.

Subject to certain restrictions, the executive Government of the University is vested in the University Council (section 10). It has the power of initiating budget (section 18) and also Ordinances (section 21). It can frame subsidiary rules for the conduct of its business (section 23). And it is responsible to Government for furnishing explanations in matters referred to the Council under section 20 and to give due effect to such instructions as the Government may communicate to the Council.

The relation of the Council to the Senate is somewhat different from that subsisting in the British Indian Universities. The Syndicate in the latter is constituted an executive body on behalf of and under the general control of the Senate in all departments of the University. This is legally inevitable as in the Acts relating to the British Indian Universities the Senate or the Body Corporate can exercise all powers vested in the Council, etc., in their corporate capacity, and it is also invested with entire management of and superintendence over the affairs, concerns and property of the University. In the draft Regulation before us these provisions do not exist. But the Council is to administer the properties of the University, of which the Senate with the Council and Vice-Chancellor is the full owner as the body corporate. The Council is likewise to discharge the executive functions of the University in the department of academics, the entire charge of which is committed to the Senate. In matters, however, falling outside these two spheres, *viz.*, property and academics the position of the Council will depend upon the provisions which from time to time may be made in the Ordinances.

The status, powers and duties of the Vice-Chancellor are not generally referred to in the Acts, but are defined in the Statutes and Ordinances. *Vide* the Indian and the Benares Hindu University Acts. With a view to ensure a prominent position to the Vice-Chancellor, a different plan has been pursued here. Section 12 provides that "the Vice-Chancellor shall take rank in the University next to the Pro-Chancellor and shall be *ex-officio* Chairman of the Senate and the Council. He shall be the principal executive and academic officer of the Senate and the Council and shall, in the absence of the Chancellor and the

Pro-Chancellor, preside over the Convocation and confer degrees, and shall perform such functions and exercise such powers as the Senate and Council may authorize him in this behalf."

With the exception of the last clause, this section closely follows Clause 1 of Statute 9, Schedule I of the Benares Hindu University Act. The last clause was modelled upon section 8 in the Hongkong University Act according to which the Vice-Chancellor "shall have such powers and duties as the Council shall assign to him".

Section 12 is supplemented by draft Ordinances 24 to 26 already published, which confer on the Vice-Chancellor more comprehensive functions than those comprised in clauses 2 to 4 of the Statute 9, Schedule I of the Benares Hindu University Act, referred to above.

As the Vice-Chancellor has been declared in the Regulation to be the principal executive and academic officer of the Unversity, his powers and duties of an executive nature may be regulated by the Ordinances from time to time according to necessities.

Certain powers are reserved by Government for themselves in the Regulation, *viz.*,—

(i) To appoint and notify the first Fellows: (section 4) and to issue the first Ordinances.

(ii) To fill up casual vacancy among such Fellows: (section 9).

(iii) To frame rules reserving to themselves such powers relating to the appointment, punishment, removal and leave of the officers mentioned in section 22: (section 10).

(iv) To sanction the budget with or without modifications: (section 18).

(v) To direct audit by auditors appointed by Government: (section 19).

(vi) To call for explanation from the Council in any matter, to issue such instructions as appear to them to be necessary in the event of the explanation being unsatisfactory in their opinion and to exercise such powers as may be necessary for giving effect to those instructions: (section 20).

(vii) To sanction, disallow or remit for further consideration all new Ordinances and additions to the Ordinances and all amendments and repeals of the Ordinances, proposed by the Senate: (section 21).

As there is an impression in some quarters that Government have reserved very large powers to themselves, some remarks on this head may not be out of place here.

The first power, *viz.*, the appointment of the first Fellows must be exercised by Government in order to bring the body corporate into existence. As such a body can be created only by law and as the power of enacting law vests only in Government, the first appointment of Fellows by Government is unavoidable. It is proposed to issue the first Ordinances as a matter of administrative convenience, as in the case the of the Benares and the Hongkong Universities.

The second power, *viz.*, the filling up of casual vacancies among the first Fellows follows from the primary power and also from the transitional character of the first personnel of the Senate.

The third power, *viz.*, the regulation of patronage by Government is necessary in the interests of the University itself. The officers who will shortly become the University officers under the Regulations are all Government officers and it is proposed under section 22 to secure to them their present status and capacity and to make employment under the University attractive by attaching to it all the benefit of Government service. Considerations of efficiency and continuity of policy no less than the obligation of Government to bear the charges of the services demand that this power should be taken.

The fourth and fifth powers relating to budget and audit of accounts go together. The Acts of Incorporation of the Universities of Madras, Bombay and Calcutta, 1857, provide that "the accounts of income and expenditure of the University shall once every year be submitted for such examination and audit as the

Governor in Council may direct" and the Allahabad and the Punjab University Acts have enacted similarly, notwithstanding the important circumstance that these British Indian Universities have funds and properties of their own.

The Mysore University stands in a very unique position in respect of properties and funds. The first properties to vest in the University are the movable and immovable properties attached to the Central College, Bangalore and the Maharaja's College, Mysore, which belong to the Government: (section 16). For a long time to come the capital and recurring charges of the University, which will be very considerable, have to be borne by Government who have laid on themselves the obligation of making grants to the University: (section 17)

These powers are therefore necessary at all events for the present.

The clause providing for the sixth power is borrowed, *viz.*, to call for explanation from and to give instructions to the Council from the Hindu University Act (section 19) and the Select Committee have inserted a suitable provision ensuring the due carrying out of the instructions issued by Government under section 20 of the draft Regulation.

In the Allahabad and the Punjab University Acts, section 19, similar power is reserved on behalf of the Local Governments who may exercise all powers necessary for giving effect to their requisitions that the proceedings of the University shall be in conformity with the Act, Statutes, Rules and Regulations for the time being. But there is no statutory obligation on the part of the Local Governments, as in the draft Regulation before us, to hear the University beforehand.

The Hongkong University Act provides for very extensive powers of veto by the Governor in Council who "may at all times exercise a power of veto if he should disapprove of any decision of the Court of the University on the grounds that the interests of the Colony would be injudiciously affected, or that the proposal is *ultra vires* or unconstitutional, or for other good cause".

In view of these circumstances and the responsibility of Government in the matter of higher education, the power of veto provided for in section 20 seems essential.

The last power of sanctioning Ordinances is usually reserved for Governments in the University Acts. It is found in the Acts relating to the London, Hongkong, Indian and Benares Hindu Universities for instance. It may also be noted that it is not proposed to take under section 21 the power of modifying the Ordinances.

It will thus be seen that some of the powers reserved for Government are based on the general policy underlying the University Acts referred to with the exception of the London University Act and that the other powers are rendered necessary owing to the very exceptional character of our University.

Mr. C. Narasimhaiya.—SIR,—I beg to support the Bill as amended by the Select Committee but in doing so I beg permission to dwell on a few points.

I am very much disappointed to see that the Ordinances have been removed from the Bill and that they are to be separately published by Government. The reasons given for this step apply only to the provisions regarding the scheme of study and rules of business and not to other matters which this Council should have had the opportunity to discuss. However, I would urge that this portion be separated and form part of the Bill and be published with the Bill after going through the Select Committee stage. If this be found impossible, I hope Government will publish the Ordinances only after giving the public sufficient time to express their views in detail and taking them into sympathetic consideration.

Mr. M. Chengiah Chetty.—SIR,—According to Mr. B. Narasinga Rao, if mass education, scientific advancement, improved agriculture, industrial avocations should progress in Mysore, Kannada must be made a compulsory language in the State. He would restrict the student to inspirations provided by Kanarese literature and erect a Chinese wall against the intrusions of not only of the classical languages but also of the sister Dravidian languages, the reason being that Kannada is the dominant language of the people. This contention betrays a lack of information regarding the position occupied by the languages other than Kannada in Mysore

and also a total ignorance of the forces that make for richness and variety in modern languages.

Telugu is not a negligible language in Mysore. It has been estimated that 22 per cent of the population in Mysore speak Telugu and the area of the country occupied by them is over six thousand square miles. The proportion of Telugu speaking people as a whole is approximately equivalent to that borne by the Mahomedans as against Hindus in India (66 millions in a total of 315 millions) and I have never heard it said that Mahomedans are a negligible community in India. Apart from the fact that the Telugu speaking people are overspread over the whole State there are localities where they are numerically larger than their Kanarese speaking brethern. In the Kolar District, 3 people speak Telugu for every 1 speaking Kanarese. I should invite this fact to the attention of my friend who seems to think that Kanarese is spoken everywhere else but in the domestic circles. This argument seems to be taken from the fact that Kanarese is the language of the Courts. It is well known that the language of the Court has not always been the dominant language of the people. Was not Mahratta once the language of the Courts in Mysore?

The contention that to develop the Kanarese people you must restrict them to the Kanarese language is so far fetched that the statement carries its own refutation. It is well known that within the last few centuries, no language has overspread the world so much as English. English owes its commanding position, because, it is a reflection of the personality of the English nation. The ideal of this nation for centuries past being freedom in thought and action. Their language which is an expression of this ideal has truly opened its arms to the influences of every language in the world and this is the reason for its commanding position to-day. I shall quote a few words on this subject from Prof. Maye.

"English is so peculiarly rich in most of its branches. Thus, in its vocabulary, men have enriched it from almost every conceivable source. It comprises a larger number of words than does any other nation, for it absorbs terms from the past as well as creations of the present that it is busy working out the future; it shows readily hospitality to aliens, whether they hail from languages living or dead, which it presses to remain till they are naturalised and no longer are noticeable or in any way distinguished by a stranger garb."

"In spite, however, of what might be termed its heterogeneous nature, English has a consistency in itself and a character as distinctly defined as that of the most conservative, ultra-conservative might perhaps be said, language imaginable. The diverse elements have been so well digested that they have in nowise wrought havoc in the harmony of the whole. Traced from Teutonic (or Germanic) branch of the great Aryan family, and passing through the stages of, old English, Scandinavian, French, Latin, and Greek influences, to name only the most outstanding, the process will be found to possess a singular unity, testifying to that name *Sprachgefuhl* which in the individual is marked by a preference to certain words and expressions with a timely discriminating sense of their fitness on occassion. English idiom is a mighty factor and where words and phrases have been borrowed they have, with few exceptions, been converted so intimately into English idiom has to become an ingredient unobtrusive, yet essential, because of thorough blending in the compound."

If we restrict the Mysore youths to the Kanarese language, we put aside all the influences that the progress of civilization has brought within our reach and shall for ever dwarf their intellectual capacities.

Mr. B. Narasinga Rao.—SIR,—As my friend Mr. Narasimhaiya has said, when the original Bill was placed before the Council, two schedules had been appended to it, one regarding the nomination of officers of the University and the other regarding the Ordinances. Both these schedules were decided to be omitted in the Select Committee. As the First Member just remarked, most part of the Ordinances was considered too technical for consideration by the Legislative body and was left to be considered by the expert body of the Senate. But I think, leaving apart certain technical details, there were certain general rules for the guidance of the Senate and also certain important factors such as language branch,

and system of examination by compartments and these could very well have been considered by the Select Committee without the aid of the professional body. However, since it was decided by the majority of the members of the Select Committee that the first Ordinances should be communicated to the Senate by the Government under a notification, practically the Select Committee deprived themselves of the opportunity of considering them and of giving tangible suggestions to the Government. The first point for consideration in the Select Committee should have been the Ordinances. When we take into consideration the reply given to my interpellation with regard to the question of making Kannada compulsory, *viz.*, that other languages than Kannada had to be brought in to meet the needs of the students who had already taken other languages as their Vernacular—and take also into consideration what the First Member just now said, that the Government had an open mind on the question, it was quite open to the Select Committee to deal with this point particularly as the language question forms part of the Ordinances. Though the Government presented an opportunity to the Select Committee, this Committee did not want to consider the matter. However, from the speech of the First Member it is clear that he fully sympathises with my view so far as making Kannada compulsory goes, and he assures us that the question would not be considered as a settled fact but that the Government has an open mind to consider this later on.

If this Council is of opinion that it is unnecessary to ask the Select Committee to reconsider such portions of the Ordinance as have got a material bearing on the two questions mentioned by me leaving the other technical portions to the expert body and if the Council decides that the first Ordinances should be those issued by Government then I hope that the Government will be pleased to publish the draft Ordinance and after giving sometime to the public to offer criticisms or suggestions the approved Ordinance may be issued for the guidance of the University Council and the Senate.

So far as making Kannada compulsory is concerned, at the first reading of the Bill, I gave my reasons why Kannada should be made a compulsory language. I have also added my reasons to the note I appended to the report of the Select Committee. With regard to the defence put forward by my friend Mr. Chengiah Chetty with regard to the Telugu language and other languages, all that he says is that Telugu is spoken in one District, Kolar, and that it cannot be said that Kannada is the only spoken language everywhere in the State. For my part, I have conceded that position and said that the languages other than Kannada are more or less confined only to domestic circles and for all other practical purposes Kannada is the State language. Mr. Chengiah Chetty himself who is a Telugu gentleman cannot say that he does not carry on a major portion of his correspondence in Kannada. I merely say that the language which has the highest hold upon the largest population of Mysore is Kannada and the University being in a Karnataka country Kannada should have a prominent place in the curriculum of the University.

Another objection I have to urge with regard to the Ordinances which are proposed to be issued by Government is this. Ordinance 56 states "in case candidates who have failed to pass the examination, the Council shall have power to exempt them from submitting themselves to examination in divisions in which they have obtained not less than 60 per cent of marks in any examination for the B. A. degree held within two years previous to the date of application."

I pointedly wish to bring to the notice of this Council the importance of this provision as affecting the vital interests of the student population. In the general scheme of the Ordinances, there is no special provision for holding compartmental examinations. This itself is a hardship. In Ordinance 56 above quoted some sort of provision has been made, whereby power has been reserved to the University Council to exempt a candidate from appearing again in any branch in which he has secured 60 per cent of the marks. This means that only an option is given to the Council which they may or may not care to exercise. This option moreover is again restricted inasmuch as, the student may get the benefit thereof only if he appeared in the other branches within two years after passing the first. I ask whether this is not a hardship. Take the case of the Madras University. This University has got the system of compartmental examinations without any such

restriction as is proposed in our Regulations. It has got only two branches for the B.A.—English and Optional; while we have three—English, Vernacular and Optional. It is well known, that the examination standard of the Madras University is very high so much so that every newspaper has been commenting upon the inordinate number of failures year after year. In view of the recent raising of the examination standard in the Madras University our graduates have been going to Bombay instead of to Madras to study law. When such a stiff University with its very high standard has thought fit to have compartmental system, it passes comprehension why Mysore University should for Mysore students create this obstacle in the way of their progress. As it is, is it possible for every student to be sure of securing 60 per cent of the marks in any one branch? Thirty-five per cent is the ordinary standard. If the student is extraordinarily intelligent as to secure 60 per cent, I daresay, he will not have the fear of failing in other branches at all. I therefore submit that if the examination by compartments is not permitted in the Mysore University, the students will be placed in a worse position than they have been till now. If the compartmental system is introduced, the students will have an opportunity to specialize in any particular branch.

By denying this system, you are only compelling the candidates to undergo the strain of examinations all at one time without allowing him a chance to make a detailed study of any one branch. If this convenience is not permitted, I submit that the lot of students is not improved but on the other hand, more prohibition will be created in the progress of education. I therefore think that before finally deciding upon issuing the first Ordinance, this important fact may be fully and carefully considered by Government.

One word more with regard to language branch. I did not mean to object to Telugu, Tamil, etc., being taught in the schools. What I contend for is, that a student coming to the Mysore University and desiring to remain in Mysore, should have a fair knowledge of the language of the country, which he should be compelled to acquire in his University course.

With these remarks, I beg to heartily support the motion.

Mr. Ramaswamy Chetty.—SIR,—At the last meeting of this Council, the majority of members expressed their opinion in favour of the Kannada language not being made compulsory. I thought that the matter ended there so far as this Council was concerned. But I see that some members persist in their objection against the scheme published by Government. I therefore feel it my duty to answer some of these objections.

I wish to put one question to the learned objectors. It is contended that the less Kanarese is made compulsory, the more the interests of the country suffer, as if the Government in ordering the original draft scheme have made an attempt to supplant the Kanarese language and weaken its influence. Suppose for instance Kanarese boys are asked to take two compulsory subjects—not Kanarese alone but some other language along with it, such as Telugu and Tamil. Would they like that idea? Would they not naturally say that there should be no such compulsion? If so, how in fairness to the other candidates could the Government ask them to take up two subjects? Of course, if Kannada is made compulsory, they are bound to take it up. But the mother tongue of some of the boys may not be Kannada and such boys out of love to their own language and also perhaps by the force brought to bear on them by their parents, would not like to neglect their own mother tongue. They have one of two courses left open—either to take up their own language also in addition to Kannada or to give up their mother tongue altogether much against their will. Apparently the critics have lost sight of this fact altogether.

It is stated in the protest of Mr. Narasinga Rao that Government have brought about a change in the draft scheme originally published purely on account of the criticisms and "for sectional wishes and aspirations" and in doing so they have ignored "one of the most precious principles of modern University Education." He has also said that "it is easy to please a few but the price thereof cannot very well be ignored." He seems to think that Kannada people are not settlers at all. It is well that he should know that these people were also settlers, unless he thinks that they were aborigines. The Kannada people became settlers centuries ago but

still they were settlers just in the same way as others. I myself belong to a class of people who came to Mysore centuries ago. My ancestors have been in the country for centuries. It cannot be said that because I am not speaking Kannada as mother tongue, I am not a Mysorean. I am sure I can claim equality with the so-called original settlers of the country. There are many others like me, who have come to stay and not to go away, and they cannot be compelled to give up their own language because they are not Kannada people.

He says that the Government have ignored the main principles of University education by not making Kannada language compulsory and thus putting the language and literature into the background. Unless Mr. Narasinga Rao can prove that the Government have tried to discourage Kannada altogether I fail to appreciate the force of his argument. What is there in the arrangement that the Government have thought fit to make with reference to the formation of this University to justify the remark that in altering the original intentions of the Government in regard to the question of making Kannada compulsory to the exclusion of other languages, the Government have made a concession to the favoured few as he calls the other classes whose mother tongue is not Kannada? I may also be permitted to point out that the gratuitous remark that he has made in his note of protest saying that "gratuitous critics whose sole qualification is the ignorance of the Kannada language, may say that it is not rich in diction or thought" was quite unnecessary and has no bearing on the question at issue. Kannada may be equal to other languages in diction or it may even be superior to them. The only point directly concerned is that the other languages, Telugu and Tamil are also spoken by important sections of the people and that they should not be ignored.

He goes on to say "Mass education, scientific advancement, improved agriculture, industrial avocations, general sanitation....." these suffer if Kannada is not made compulsory. I fail to see the force of this argument. He adds that the *alumni* of the University in their many walks of life will not take interest in the national work—they will not do substantial work in the country—if Kanarese is not made compulsory. This argument falls to the ground when we remember that the majority of the boys on his own showing are Kannada boys and their interest will be to take up Kanarese and no other. The other class boys form the minority and will not interfere with the work that the learned member wants the Kannada boys to take up. Moreover, many of these boys who form the minority, by reason of the long stay in the country have acquired a colloquial knowledge of Kannada and for all practical purposes they may be considered to have a sufficient knowledge of that language. I fail to see how even these will not take interest in the welfare of their country; and I do not also understand how mass education, improvement of agriculture, industrial avocation, general sanitation, etc., suffer if Kannda is not made compulsory. Again, I strongly protest against the language used by Mr. Narasinga Rao when he calls the Kanarese people "unfortunate many" and the other classes who speak other than Kanarese "fortunate few." I don't see any difference between the so-called settlers and the so-called original Kanarese people. In political advantages and disadvantages, in loyalty and in fact in everything they are equal. What advantages Mr. Narasinga Rao fancies the settlers are enjoying in his opinion which are denied to the "unfortunate many" it is not easy to understand. I can only say it is a most damaging statement and utterly unjustifiable in the circumstances of the case.

He says that the settlers whose mother tongue is not Kannada, speak their own language only in their domestic circles, while for all practical purposes they speak only Kannada. I gainsay this. This is not a fact. I may inform my learned friend that the Telugu and Tamil languages are spoken not only in the domestic circles but also everywhere outside these circles—bazaars, shops, fields, etc., wherever there is occasion.

With regard to the Ordinances, the Select Committee have recommended that they might be issued by the Government. I beg that before issuing these Ordinances, the Government may take into their consideration the answers given to the objectors in the matter of the languages.

With these remarks, I support the motion.

Mr. S. Seetharamaiya.—SIR,—In supporting the Bill as amended and recommended by the Select Committee I am glad to say that it ensures freedom to the University for working in the fulfilment of its object—a power which is absolutely necessary for being freely exercised to attain the end; and at the same time even an inadvertant abuse thereof by the said body is very reasonably guarded against by the extraordinary power vested in the Chancellor, who is no other than our own Sovereign and patron of this long longed for institution.

But the composition of the Senate as provided for in clause 9 gives scope for a very large majority of the members being officers of Government, and the deliberations of the Senate cannot therefore be expected to be quite independent.

I would therefore suggest that the number of the members to be appointed by the registered graduates may be raised to 12 or 18, and the number elected by the Senate and the Faculties be reduced to 3 each, or omitted altogether for the reasons stated below:—

(i) The provision for election of the members by the Senate and the Faculties seem to be somewhat inconsistant and unintelligible, inasmuch as, clause 9 (4) (c) of the Bill read with clause 9 (3) comes to this that the members of the Senate specified in the notification will hold their office for a term of *one year* from the passing of this Regulation, *and after the lapse of the said* term of one year the Senate shall be composed of—among others, "6 members elected by the Senate."

This cannot be understood. How can the Senate elect members before it is formed? And it cannot be a Senate before all the required number of members are elected and nominated.

(ii) The same observation applies to the election by the Faculties—*Vide* original Bill Schedule II First Ordinances of the University, Rule 10 (b), which reads thus:—

"Each Faculty shall be composed of, among others such *other fellows of the Senate* not exceeding 10 in number" whereas clause 9 (4)c of the Bill as amended by the Select Committee reads "that the *Senate* shall be composed of, among others—*6 members elected by the Faculties.*"

How can the Faculty which, to come into existence, has to be composed of, among others, *fellows of the Senate,* select 6 members for the Senate? This is not intelligible. In the Indian Universities Act of 1904 and also in the Benares Hindu University Act, provision has been made, for some members of the Senate retiring at the end of every year and new men being appointed or elected in their stead. This ensures that the Senate will be a body with *continuous corporate existence.* In the absence of any such provision in our Bill to ensure *corporate continuity,* I cannot understand how members are to be elected by the Senate and by the Faculties. There the Faculties of studies have been given representation, because, the professors are not *ex-officio* members of the Senate as they are in our Bill, and the professors will have practically *double representation.* I would therefore propose that at least 12, if not all the 18, members be elected by the Registered Graduates. At the same time I would press that in the proviso to sub-clause 4 of clause 9 of our amended Bill, the words "*a majority of the persons*" following the profession of education be changed to ⅔ths of the number as in the Indian Universities Act. Again, clause 9 (4) says "that the Senate shall be composed of the members of the Council"; whereas, the proviso to clause 10 (2) provides for some members of the Council being eventually elected by the Senate. I would therefore beg to suggest that clause 9 (4) should be recast so as to avoid these inconsistencies and also to afford better representation to the Registered Graduates. The curtailment of the powers of the Vice-Chancellor and the exclusion of the First Ordinances from the Bill are also points demanding consideration. The Vice-Chancellor is the executive head of the University with the necessary powers as had been properly referred to in the original Bill. Why these powers are curtailed in the amended Bill is not clear. No reasons have been assigned therefor by the Select Committee. The non-inclusion of the First Ordinances of the Bill has disabled the Select Committee, and the Council from considering the most important and vital points in which the public opinion is necessary.

The most important ones that are agitating the mind of every one interested in the cause of the University is about the second league and the compartmental examination. I would therefore urge that the public, the Select Committee and the Council may be given a direct opportunity for expressing their views in these important matters, so that the Government may be in a better position to decide these, among other points to the satisfaction of all concerned.

The motion was put to vote and passed.

Mr. A. R. Banerji.—SIR,—I now beg to move, on behalf of Government, that in sub-clause (4) of clause 9 of the Bill as amended by the Select Committee, the words "the Vice-Chancellor and" and "other" in paragraph (*a*) and the words "connected with" in the proviso omitted by the Select Committee be retained and the word "or" inserted between the words "with" and "following" in the proviso.

The second portion of the amendment proposed is made with a view to remove any difficulty that may arise as regards the interpretation of the majority as provided for in the amended Bill.

Mr. D. M. Narasinga Rao.—SIR,—I second the motion.

The motion was put to vote and passed.

Mr. A. R. Banerji.—SIR,—The second amendment is that relating to clause 12 of the amended Bill. I beg to move that in clause 12 of the Bill as amended by the Select Committee the words "may be defined in the Ordinances" be substituted for the words "the Senate and the Council may authorise him in this behalf."

This is partly in accordance with the original draft. The object of this amendment is that it is necessary at the beginning to define clearly the exact authority and position of the Vice-Chancellor. There has already been an observation from one of the members that the powers of the Vice-Chancellor have been curtailed. This is not the object of Government. Hence the position of the Vice-Chancellor will be precisely defined.

Mr. D. M. Narasinga Rao.—SIR,—I beg to second the motion.

Mr. B. Narasinga Rao.—SIR,—Probably the object of the amendment is to clothe the Vice-Chancellor with certain definite powers. The original Bill gave him such powers as the Senate and the Council authorized him in this behalf. Even then the Vice-Chancellor's powers became unweildy. The Vice-Chancellor's powers cannot possibly be defined in every respect. In view of the fact that this institution is not exactly like others in India—this is a teaching University and perhaps it will culminate into a residential University in course of time and that the Vice-Chancellor has to exercise a good deal of influence, he must be a whole time paid officer and as suggested in the Dacca University scheme, he should reside in the University area. I think, if the Vice-Chancellor should be the executive head although—I am not against the amendment proposed,—I would suggest a simpler way of strengthening his hands, *viz.*, by providing for all powers except those which are specially reserved by the Council or the Senate.

Mr. M. Venkatakrishnaiya.—SIR,—It has been said that the Vice-Chancellor should be the executive head of the University after the Chancellor and the Pro-Chancellor. At the infant stage it is very necessary that a certain amount of discretion should be given to him to do the duties assigned to him provided that he does not transgress the Ordinances. In all modern Universities such powers are given to the Vice-Chancellor. Taking these circumstances into consideration I think that the curtailment of the powers of the Vice-Chancellor is not at all advisable especially at this stage of the University. I therefore support the amendment.

Mr. C. Narasimhaiya.—SIR,—Since the publication of the recommendations of the Select Committee I have bestowed thought upon the nature and scope thereof especially the manner in which they will directly affect the working of the University organisation. As a result of these deliberations I have my own fears about the limitations imposed upon the powers of the Vice-Chancellor who after

all will be the centre of activity. What has now been done is that the powers he had under the original draft Bill have been almost completely withdrawn and a vague description of his powers added, *viz.*, "and shall exercise such powers as the Senate and the Council may authorise him in this behalf.". The effect of this will be to reduce the Vice-Chancellor to the level of an automatic Secretary. To my mind this is properly the function of the Registrar of the University and the Vice-Chancellor has surely better work than what is allotted to him by bodies like the Council and the Senate. Without taking up much time I would like to offer a few remarks about the scope of powers enjoyed by similar authorities elsewhere. In almost all the modern Universities the Vice-Chancellor is the very soul of the University life and instead of being merely the mouthpiece of the Syndicate or the Council he takes the initiative and in a large measure is endowed with powers of taking at least initial steps in accordance with any scheme that may suggest itself to him and which in his opinion is calculated to promote the advancement of University learning, but without introducing any violent changes in the existing order of things. I need quote only a few instances like Michael Sadler of the Liverpool University, Alfred Hopkinson of the Manchester University and Lodge of the Birmingham University. Even in the more ancient foundations like Oxford and Cambridge the Vice-Chancellor is far from being a mere amanuensis to the University Council. He exercises powers which are not at every turn fettered by the opinions of the Council. I may also refer here to Section 9 of the Benares Hindu University Act which defines the powers enjoyed by the Vice-Chancellor of the most modern Indian University. The reasons are not far to seek. It cannot be expected that the Senate or Council which meet occasionally can bestow sufficient and continuous attention on all the subjects engaging the attention of the University. Nor are there good reasons why the powers of the Vice-Chancellor who will be a distinguished educationist of vast experience should be crippled. It will also be found very necessary to entrust him with certain emergency powers. Moreover if all our ambitious programme of extension and Publication Bureau is something more than a mere dream the executive head of the University should have ample powers to work them out. Regarding the powers of the Vice-Chancellor my position is similar to that taken by Dr. Johnson who while rebutting the arguments of a whig with democratic bias exclaimed "why all this jealousy about the crown, Sir, I think the King has not powers sufficiently comprehensive!" I therefore support the amendment as proposed by Government.

The motion was put to vote and passed.

Mr. A. R. Banerji.—SIR,—I now beg to move that in clause 18 (2) of the Bill as amended by the Select Committee the words "after consideration" be substituted for the words "as passed".

This is merely a verbal change and needs no explanation, because the final authority to pass the budget is the Government, the Senate being only an advisory and legislative body with no executive functions.

Mr. D. M. Narasinga Rao.—SIR,—I beg to second the motion.

The motion was put to vote and passed.

Mr. A. R. Banerji.—SIR,—I next beg to move that the words "in respect of such officers" be added at the end of clause 22 of the Bill as amended by the Select Committee.

This amendment is necessary in order to make it clear what rules are referred to.

Mr. D. M. Narasinga Rao.—SIR,—I beg to second the motion.

The motion was put to vote and passed.

Mr. A. R. Banerji.—SIR,—I now beg to move that in clause 24 the words "connected with or" be inserted between the words "the total number of Fellows or of members" and the words "following the profession of education."

This is the last of the motions I have to move on behalf of Government and this is consequential on the amendment now made in clause 9.

Mr. D. M. Narasinga Rao.—SIR,—I beg to second the motion.

The motion was put to vote and passed.

Mr. H. Narasinga Rao.—SIR,—With your permission I beg to move that in sub-clause 3 of clause 4 the word "religious" be inserted between the word "physical" and the words "and moral."

In making this motion I beg to state as follows:—

In clause 4, para 3, of the University Bill, moral training is given the very last place in the several important functions of the University. I regret to observe, Sir, that moral training has not received that recognition by the framers of the Bill which its importance deserved.

Another regrettable feature of the Bill is that religion is altogether divorced from morality. Religion is our great heritage. We, Hindus, as a nation are great believers in the potentiality of our religion. Our State is essentially a Hindu State and our beloved Ruler is a Hindu of Hindus, scrupulously religious, so much so, that he was considered in every way worthy of being made the first Chancellor of the University of Benares, where religious training is made compulsory. That the most loyal and humble subjects of such a Sovereign should have no facilities for obtaining religious instruction in all the Schools and Colleges in the State is, I respectfully submit, no matter for congratulation. Religion is the true basis of morality. Commercial or utilitarian morality is quite different from true religious morality. Commercial or utilitarian morality has material advantages for its aim. But religious morality is an end in itself. It enjoins that it is our duty to be moral, irrespective of consequences. Commercial or political morality may bring us rank and fortune, but religious morality is certain to bring in its train ever-lasting peace and happiness. In fact, morality founded upon or evolved out of religion makes each one of us a man in the true sense of the word. To the imparting of religious instruction in Schools and Colleges objection may be raised that among Hindus there are different forms of faith and different sectarianisms and that it is impracticable to reduce them into one harmonious whole suitable for common adaptation. Such an objection can be easily answered. How do they teach the Koran in the Alighar College, although there are different sects of Mohamadans who are not unanimous in their interpretation of the Koran? How do they teach the Bible in the Christian Schools and Colleges to students of different faiths and to Christians who adopt different forms of Christianity? How do they teach the Hindu Religious Texts to all classes of Hindus in the Hindu University at Benares? Information may be obtained from these institutions and their example may be easily followed.

Selections from the Ramayana, the Mahabharata, the Bhagavata, and other similar works which the Hindus of all denominations recognise as authoritative, may be introduced into all the Schools and Colleges in the Province and the same may be taught by competent Pandits either in Kanarese or in Sanskrit. There may be different commentaries on these great works, but that is no reason why the texts themselves should be ignored. There are different commentaries on Hindu Law known as the Hindu Dharmasastra, and on that account, it is not open to us to say that Hindu Law should not be taught in our Law Colleges. If conflicting interpretations on the passages of a work are a reason for excluding the study of that work, even Shakespeare's works will have to be ruled out of our University curriculum. Thus there is no insuperable difficulty in introducing religious teaching into our Schools and Colleges for the benefit of Hindu students of these institutions who number about 80 to 90 per cent of their whole strength and in compelling such students to undergo an examination in this subject, making, of course, due provision for recognising the correctness of answers which are in conformity with any one of the recognised schools of the Hindu religion. Every School or College in the Province must begin with religious instruction at least for half an hour every day and then proceed to the instruction in other branches of knowledge.

By the adoption of the system above indicated, we shall be giving to the Education of our youths a foundation which can stand any superstructure and to all our Schools and Colleges a sanctity that can command large public sympathy and support. If religious significance is given to the Bill under consideration, I fully trust that it will be quite in consonance with our national traditions, with our national sentiments and with our national aspirations. I beg therefore to

propose that the words "and religious" may be added after the words "and of imparting physical and moral" in clause 4, para 3.

Mr. M. Venkatakrishnaiya.—SIR,—I beg to second the motion. In doing so I beg permission to say that by religion I mean that higher religion which inculcates doctrines common to all religions. There are religions and religions and there are again sectarian religions which look down upon other religions. Even the greatest epidemics plague and cholera have not done more damage than antagonistic religions. If we examine the destructive havoc wrought by Catholicism and Protestantism in Europe, we cannot but say that sectarian religions are a curse to humanity. Such a religion ought not to find a place in any University. The University which is to be inaugurated very shortly ought to have a cosmopolitan religion. That religion should be one which embraces the best doctrines of almost all religions to be found on the face of the globe.

The Dewan.—Perhaps it is yet to be evolved.

Mr. M. Venkatakrishnaiya.—SIR,—It has already been evolved. What is the cause of the havoc that the war is now causing in Europe? Because there is no religious background. If there were, I don't think this international war would have swept away the best intelligence of Europe in so short a time. I think it is highly necessary that there should be a religion for the lower classes, the middle classes and the highest classes of the people and this religion is very easy to evolve. It is easy to lay down doctrines acceptable to the followers of all religions. The Government can appoint the best scientist, the best teacher, and one well versed in oriental literature to constitute themselves into a committee to draw up a moral and religious code that could be employed as a text book for the University. We may have an oriental side attached to our University and in that we can make provision for religion. In supporting Mr. Narasinga Rao's proposition I wish to say that such a religion ought to be evolved and made available to all classes of the people.

Mr. B. Narasinga Rao.—SIR,—The object of Mr. H. Narasinga Rao's proposition is that there should be some sort of religious training to our boys. Especially in Mysore, we cannot say that we are entirely devoid of religion. Under existing rules, religious instruction is imparted in the High Schools and Government Colleges. These rules are working in a way. But as moral and physical courses of instruction are provided in the scheme, why should religion be omitted? If the results of the existing provision for religious teaching are not beneficial to the extent desired, the fault does not lie in the system, but in the practical working of it. It is true that there are differences among the different religions but yet there are certain body of principles common to all religions and denominations. Under these circumstances religion may also be introduced as one of the objects of the University. I therefore support Mr. Narasinga Rao's proposition.

Mr. K. P. Puttanna Chetty.—SIR,—With reference to this motion, I wish to state that the question did not escape the attention of the Select Committee when it went through the Draft Bill. I myself suggested that the study of comparative religion might be included in the curriculum of the University. After a lengthy discussion, it was resolved by the Select Committee that it was not desirable on several grounds to introduce religion as part of the curriculum of the University. First, because as stated by Mr. Venkatakrishnaiya in another connection religion has brought in more differences among the people than any other subject; secondly, because it is impossible to say what kind of religion has to be taught as there are so many of them; thirdly, because ours is not a denominational University; and fourthly, if the religion of the majority is to be taught why should the minority be excluded? All these matters would raise interminable controversies and it was thought best to leave religious teaching alone and allow the Draft Bill to remain as it originally stood in this respect. I am in full accord with that view. If it is thought that higher religion should be taught and not sectarian religion, I think philosophy which is included in the curriculum is enough to cover this subject. I am therefore of opinion that the Select Committee's opinion may prevail.

Mr. S. Seetharamaiya.—SIR,—In a Hindu State like Mysore, study of religion is an important matter which cannot be lost sight of. Of course, the matter was being agitated very often in the Representative Assembly, as a result of which, religious teaching has been directed to be imparted in all High Schools. But this is not enough. In the Benares University Act, a clear provision is made for religious teaching. All classes of people are admitted into the University and power is reserved there for making provision for teaching different religions. This is the provision "The University shall, subject to the regulations, be open to persons of all classes, castes and creeds, but provision shall be made for religious instruction and examination in Hindu religion only." Ninety per cent of the people in Mysore being Hindus, the Hindu religion may very well be taught, and there will not be much difficulty in making arrangements for other classes also. The cosmopolitan religion is something which we have now and which is the natural product of civilization. It need not specifically be taught. It is our own religion that we are forgetting.

In supporting Mr. H. Narasinga Rao's proposition, I am of opinion that Hindu religion may be provided for as being one of the subjects for University education.

Mr. Chengiah Chetty.—SIR,—I am of opinion that there is no necessity for including religious education, for the simple reason that moral training is wide enough to include religious training also. I may say that "moral" includes semi-religious education.

Mr. C. Narasimhaiya.—SIR,—The inclusion of religious education in the Benares Hindu University Act has not caused any hardship to other communities. I therefore heartily support Mr. Narasinga Rao's proposal.

Mr. Basavaiya.—SIR,—I beg to propose an amendment to the proposition put forward by the learned mover and that is, until we find out the universal religion that would suit all, the consideration of the proposal be deferred. The mover suggested that the Hindu religion should be taught and particularly the tenets inculcated in the Ramayana and Mahabharata. If this is so, I should not be surprised if everybody raises his voice against the proposal. If any religion should be taught at all it ought to be based on a national basis. It should not be based on any sectional spirit. If we should find that universal religion that is acceptable to all, I should certainly support the proposal to include it in the University curriculum. Till then the consideration of the proposal may be postponed.

Mr. Nawab Gulam Ahmad Kalami.—SIR,—I beg to associate myself with the remarks made by my Hon'ble friend to the right (Mr. Basavaiya). As a Mahomedan I may claim to be as much interested in religion as any other, be he Hindu, Christian or another. But at the same time, I am of opinion that religious teaching as it is understood ought not to be the aim of a University such as is going to be started. It may cause any amount of trouble. We are far behind the times in many other respects. Educational curriculum we are not yet able to solve satisfactorily and how are we going to solve the ideas of religion? To my mind time has not yet come for it. At the present stage it is not advisable to introduce religion into the University education. If it were only possible the Mahomedans who are more keen about religion than perhaps any other community, they would have been the first to bring that suggestion. With these remarks I beg to vote against the proposition brought forward by Mr. Narasinga Rao.

Mr. A. R. Banerji.—SIR,—I wish to make a few observations with regard to the amendment that has been proposed to insert religious teaching in sub-clause (3) of clause 4 now before the Council.

I may state that while Government are in entire sympathy with the spirit in which the motion has been made, they regret they are unable to accept it. From the way the discussion has already proceeded, I think it is quite evident to the Council as a whole that there are very many practical difficulties in carrying out any system of religious education or religious teaching in this country. Our friend Dewan Bahadur Mr. Puttanna Chetty has already told us that this was not lost sight of in the Select Committee, we had a lengthy debate on the subject and we agreed that it would be better to leave the matter alone. The subject is a vast one.

However laudable the object might be, it would be very difficult to introduce any kind of religious instruction in a secular University like the Mysore University in the manner proposed. As soon as we attempt to effect a practical solution of the problem, we tread on dangerous ground. Mr. Venkatakrishnaiya's ideal of a universal religion consisting of main points on which all religions agree is indeed beautiful; but the difficulty will be to find teachers to teach such a religion and also text-books to help the teachers to inculcate such teaching. The idea may not appeal to the enthusiasts who have their own particular views in such matters. It is not easy to make arrangements for one class of people and none for others. In a country where there are followers of different religions whose individual ideals should be respected it would be extremely difficult to introduce in a legislative measure religious teaching as being one of the duties of the University. The Council is aware that, we are making experiments in regard to religious instruction in schools and although I am quite new here and cannot say how far that experiment has succeeded, I know this as a fact that there are very many serious differences of opinion as to that experiment. I would therefore urge the advisability of leaving this delicate matter alone and not create opportunities for further dissensions where unity and mutual spirit of toleration are of the utmost importance.

Mr. H. Narasinga Rao.—SIR,—While proposing that religious education should find a place in the curriculum of the University, I do not mean that any particular religion should be taught in any particular manner. A practical religion or any kind of religion may find a place. There is nothing lost by the introduction of religious teaching, not mentioning any particular religion. All that is necessary in the Regulation is an enabling section empowering the University to introduce religious teaching whenever it is found necessary and practicable. The objections that have been raised are all on the ground of imaginary difficulties and future troubles. What is taught at present in the High Schools is merely an elementary knowledge of religion. Ours is practically a Hindu University, most of the students being Hindus recognize Bhagavat Gita as an authority and if this is taught in the Colleges, the students would be better enlightened. They would do their work better and more satisfactorily. The teaching of Bhagavat Gita will not make a man immoral. Mere reading and understanding the Gita would make students vastly better than they otherwise would be. I therefore submit that there is no danger whatever and that there is no room for any alarm. There are different religions in Mysore no doubt. For this purpose, Gita may be taught to the Hindus, Koran to the Mohammadans and the Bible to the Christians. Where is the difficulty? You have only to teach moral truths. For these reasons, I would urge with all my strength that my amendment be considered.

With regard to Mr. Basavaiya's amendment, all I can say is that it was not brought forward seriously. There is no religion like the one he referred to and perhaps there will not be to the end of time.

On Mr. Basavaiya not pressing his amendment, Mr. Narasinga Rao's proposition was put to vote and was lost, (6 in favour and 13 against).

Mr. C. Narasimhaiya.—SIR,—Another matter to which I would like to invite the attention of the Council is the institution of the Faculty of Oriental Learning. The Committee appointed to consider the reorganisation of the Maharaja's Sanskrit College at Mysore submitted their report sometime ago embodying among other suggestions definite proposals for affiliation of this institution to the University. I have no means of knowing what steps Government have been pleased to take on these recommendations. But the time appears to me to be opportune for immediately taking over the College and the creation of a third Faculty, namely, of Oriental Studies. In venturing to move this matter for the consideration of the Council I have no wish to indulge in rhetoric or to utter platitudes. The ancient civilization of India is based on culture and in spite of the hurry and fever of modern life how many of us can afford to forego the employment of our time for intellectual and æsthetic enjoyment? At present our Sanskrit College is getting depleted owing to the departure of students to the Madras Presidency which offers better inducements. The Siromani Pariksha of the Madras University may be taken as an instance and the successful candidates therein are generally started on decent salaries.

These things ought not to be permitted to rob our country of the fine intellects which can be locally used in very many useful lines. I should urge therefore upon the notice of the Council the expediency of immediately taking over the Sanskrit College by the University and developing it on the lines indicated in the Committee's report referred to already.

Mr. Chakravarti.—SIR,—With reference to this proposition I may draw the attention of the member to paragraph 35 of the Committee's report wherein this matter has been proposed to be dealt with by the Senate to be constituted.

Mr. A. R. Banerji.—SIR,—This may be reserved for consideration by the Senate to be constituted under the Regulation. Moreover, according to the wording of the Bill, it is not exclusive.

Mr. A. R. Banerji.—SIR,—I have now much pleasure to move that the Bill as amended be passed into law. In making this motion I may be permitted to make a few brief observations with reference to the criticisms that have been offered by the members of this Council.

There appears to be a general dissatisfaction expressed by some of the members that the decision of the Select Committee to omit the Schedules especially the Second Schedule which relates to the first Ordinances of the University, has deprived this Council of the opportunity of discussing one or two vital matters affecting the general constitution and the policy of the University. But from the discussions that have taken place so far as that disappointment is concerned, I note only two matters as having engaged any keen interest and attention. These matters are (1) the position of the Kannada language in the course of studies, Ordinance 37; and (2) examination by compartment, Ordinance 53. A reference to the position given to these matters in the Ordinances themselves will convince the Council that they really appertain to technical matters which should be decided by experts. I do not think, Sir, that you will find in the discussions relating to the enactments of any University in the world any reference to such detailed matters of study or the number of marks that must be obtained to secure a pass, etc., as fit subjects for discussion in the Legislative Council. All that I can say at this stage is that the Government can give the fullest assurance that in these matters before they issue the Ordinances they will have the benefit and assistance of expert bodies in deciding these questions.

In regard to the other items in the Ordinance such as the Senate, the Council and the Faculties, the Select Committee to be consistent with the general policy they have adopted considered that these relate to the detailed management of the University, and should be left to the University itself and that the first Ordinances may, therefore, they thought, be those approved and issued by Government.

As regards section 9 there has been some misapprehension I think on the part of some members of this Council. It has been urged that the Senate as existing at the commencement of the first year will go out of office after the lapse of that period and that therefore they cannot elect members for the next Senate. The intention of the legislature in this case is that the outgoing Senate and the outgoing Faculties will exercise this privilege of election. This is not an inovation for we find in section 6 (1) of the Indian Universities Act of 1904, a similar provision. For instance, in sub-clause (6) it is said in the case of the Universities of Calcutta, Bombay and Madras the number of Fellows shall be elected as follows:—

Ten by the Registered graduates.

Ten to be elected by the Faculties, etc.

In regard to Punjab and Allahabad, the very first provision is that ten shall be elected by the Senate. Here in order to make the position clear we have closely followed that phraseology and said six to be elected by the Senate, six by the registered graduates and six by the Faculties. It is a common practice in certain Universities that the existing executive and advisory bodies should perform certain functions so as to help their successors.

Some remarks have been made as regards the position of the Vice-Chancellor. I do not think it is necessary for me at this stage to add to the discussion because

at the time when the Government amendment was put before the Council, there has been a general agreement as to the advisability of adopting the amended wording in preference to the wording which left things indefinite. There need, however, be no apprehension that the Bill as now framed will hamper the responsibilities or functions of the Vice-Chancellor. I can assure this Council that the Government will take all possible care to see that the first Ordinances relating to the office of the Vice-Chancellor, the draft of which has already been published will be very carefully scrutinized before they are finally issued under the authority of Government. In this connection I may refer to the Dacca University scheme and the observations made therein regarding the position of the Vice-Chancellor. They say in that scheme "We do not propose to attempt a comprehensive definition of the duties of the Vice-Chancellor. As the executive head of the University, he should be thoroughly familiar with all aspects of University work and life; all matters of importance should come before him; and he should be well acquainted with all the senior members of the staff. He will preside over convocation in the absence of the Chancellor, and over the Council and the six principal Boards constituted by regulation. He should be responsible to Council for the observance of the University Regulations. He should have authority to visit any College at any time in order to satisfy himself that the administration is satisfactory, and that the regulations and rules of the University are duly carried out. Where necessary, he should report on any defect to the Council and an order of the Council passed on such a report should be binding on the College concerned." That is the latest pronouncement more or less I should say of the expert authorities as to the exact position the Vice-Chancellor should have in a teaching University proposed to be established at Dacca.

The Government are quite in agreement with the principles above indicated. There need be no apprehension regarding the position of the Vice-Chancellor. All that the Government desire is that the work of the University should go on smoothly and the powers of the Vice-Chancellor should be well defined and that he should be given all possible facilities, to carry on the work of the University.

I do not think that there are any other points raised and I therefore beg to move that the Bill as now amended be passed into law.

Mr. D. M. Narasinga Rao.—SIR,—I beg to second the motion with the following observations:

The observations made by some of the non-official members about the inadequacy of the powers of the Vice-Chancellor do not take into account the general policy underlying legislation in regard to Universities elsewhere, to which I have already referred. The foundation of all the powers, functions and duties of the Vice-Chancellor is contained in the expression, "He shall be the principal executive and academic officer": and it would be neither possible nor desirable to go into greater details in this matter in a Bill. To a large extent the powers and duties of the Vice-Chancellor would vary with the conditions of the University from time to time and it would be detrimental to the best interests of the University, to throw such powers and duties into a rigid shape, which would be the result by embodying details as to them in the Bill itself. Seeing that it is generally unusual to deal with the status of the Vice-Chancellor in a Bill, non-official members will, I hope, concede that the provision already made in Section 12, for effectually guaranteeing the position and status of the Vice-Chancellor in the constitution of the University is quite adequate. It was argued that as it would be impossible to attempt any detailed definition of the powers and duties of the Vice-Chancellor in the Ordinances, it would be necessary to provide for them in the Bill itself. This, indeed, appears to be a strange argument. For, it is not clear how what was impossible to be defined in the Ordinances could be provided for in the Bill.

Some criticism has also been made in regard to the exclusion of Ordinances from their consideration by the Select Committee. A Select Committee can omit clauses and schedules and make amendments in every part of the Bill. In no instance has the legislature dealt with Ordinances relating to academic courses, etc., which are of an extremely technical character. It would, besides, be inexpedient to make Ordinances a part of the Bill, as the Ordinances could be changed by the

Senate with the sanction of Government, but without the approval of the Legislative Council.

Mr. S. Seetharamaiya.—SIR,—In the amended Bill I find no reference to the outgoing Senate. In the British Indian Universities Act, one-fifth of the number go out and so the remaining number elect. But here as the whole Senate goes out, where is the Senate to elect members?

Mr. A. R. Banerji,—SIR,—The retiring Senate is given the privilege of electting a certain number of members to the new Senate. That is the meaning.

Mr. M. Venkatakrishnaiya.—SIR,—Mr. Banerji in his remarks was pleased to say that there has been a conflict of views expressed by me with respect to Kannada being made compulsory. I have one thing to observe here. I have made my personal observations in some place; and I have made certain other observations when associated with Associations. They may perhaps conflict with each other. If I am the President of a hundred Associations, I may have forwarded to Government a hundred resolutions in which the opinions of the separate bodies would be embodied. For this reason I cannot be charged with the conflict of views. With reference to my own views, I may state that 71 per cent of the people of Mysore are speaking Kanarese and there being such an overwhelming majority, a sort of prominence has to be given to the Kannada language. Those who come to administer the country must know what the feelings of the people they are governing are. They must at least have some idea of the colloquial language of the country. The goodness or the badness of Government depends on the interest and faithfulness of those who interpret the views of the people to the Government. I think that at least our officers must know the colloquial language and be able to read memorials and other things submitted to them. They must understand the raiyats when they come and represent their grievances. It is only such a knowledge that our administrators want. In endorsing the views expressed by Mr. Narasinga Rao, I therefore suggested that in cases in which Kannada is not made compulsory, at least translation and composition might be made compulsory. That was what I said. I must tell you Sir, that the most prominent language in India is Sanskrit. In Kanarese we have at least 72 per cent of Sanskrit words and therefore Sanskrit ought not to be assigned an insignificant place in the curriculum of the University. A knowledge of Sanskrit is most essential to a correct knowledge of any of the Indian languages not only Dravidian but also the languages of Northern India. Even Malayalam may be included with the proviso that whenever any body takes a language other than Kannada, he must be made to understand the colloquial language of the people and if he is to enter Government Service, he must be able to understand what is represented to him in Kannada. We do not want that all the old Kanarese should be learnt, we will be completely satisfied if the candidate is capable of understanding the people and of giving his views to them. That much of Kanarese is, in my estimation, absolutely necessary.

As regards the powers of the Senate, etc., embodied in the Ordinances, whatever Ordinances Government are going to issue, it is of the utmost importance that the wishes of the people should be consulted. In the Select Committee it was stated that the Ordinances might be better left to the Council and the Senate. I am not one of those who say that all the Ordinances should be left to the Senate. There are some which could have been considered by the Select Committee as well as by this Council. For instance, the syllabuses might be left to the experts. There are other things which might have been considered by laymen. The Oriental side of the University is a matter on which this Council and the people in general can express an opinion. In the Draft Regulation it is said that literature, philosophy and useful knowledge may all be included among the objects of the University. If this is the case, these things are to be found in greater abundance in Sanskrit than in any other language in India. Even European scholars have been trying to study the vast lore clothed in the Sanskrit language. They say they have to study a great deal from India. The Maharaja's Sanskrit College is a sort of spiritual monument to His Highness the late Maharaja. It was in his memory that it was started. I am sorry to state that the usefulness of this College is being day by day diminished. We have been, for many years past, recommending that Sanskrit knowledge of that College should be combined with

English knowledge. Whatever is good in the West ought to be combined with whatever is good in the East. This suggestion has been made times without number. At one time, English was taught and many who learnt English passed the Entrance examination and afterwards became very good officials in the State. Somehow or other, the English classes were abolished and from that time, the usefulness of that institution has gone down. Sometime ago, the Government of His Highness appointed a Committee to go into the question and certain recommendations were made. I do not know at what stage those recommendations are. At present, the usefulness of that institution is otherwise materially affected by the Siromani Colleges which train people for the examination. Some of those that passed the Siromani examination joined the College sometime ago and their knowledge of English is not equal to that of the second form student. Their Sanskrit knowledge too is very inferior, not even equal to that of upper secondary students. Such people are offered from Rs. 40 to Rs. 50. The result is our best students who are capable of teaching anything are going to some of the Siromani classes. This is a state of things which cannot but be sad to those that are interested in the Sanskrit language. It is on this account that I say that the Oriental side of the Mysore University ought to be at once opened and arrangements made to see that both Sanskrit and English are taught.

With these remarks, I support the proposal moved by the learned first member.

Mr. Nawab Goolam Ahmad Kalami.—Mr. President, as the only Mussalman member of this Council, I deem it a duty and a privilege to raise my voice in support of a measure which has for its aim the intellectual, moral and material elevation of the people of Mysore. No body can say that the University that we are establishing to-day has come a day too soon. On the other hand, it may well be wondered how a "Model State" like ours could manage so long without a University of its own. We have in His Highness the Maharaja a ruler who, as in days of old, watches over the interests of his subjects with parental solicitude. And in you, Sir, we have a minister of proved capacity, with a rightly earned reputation for energy and far-sighted statesmanship. We are also equally fortunate in the present personnel of the Imperial Government. If, under such favourable auspices, the spirit of the times did not prevail and a separate University for Mysore was not created, it would certainly be remarkable.

Nevertheless, Sir, there are people who maintain that the University is being rushed through. Perhaps, a year's delay may have given the public and the Government an opportunity to examine and review our present educational system from the new point of view. At all events, one feels that, if the public had had the present scheme before it for sometime longer, even the small evidences of disaffection with the details of the scheme that we now notice would have disappeared and the entire measure would have been hailed with universal joy and enthusiasm. It is undisputed, however, that the Mysore University has been conceived in the best interests of the people. It is equally clear that our Government are really anxious to extend its benefit to the public without delay and they have accordingly put the scheme in force in anticipation of legislative sanction. Let us not then do anything which will mar the grace of their beneficent foundation, but join hands with the executive and give the University our solid and substantial support.

I notice that the Bill as amended by the Select Committee does not contain the Ordinances and schedules that the Government proposed. These documents were important and had gone a great way to allay the fears of the public as regards the scope of the University, the studies proposed to be included and the standard of the examinations set up. Now that the Ordinances are not to be included in the University Regulation, may I express the hope that, in spite of the eloquent protests of some of my colleagues, Government will not depart from their original scheme of studies as incorporated and published in the Draft Bill. I take it that the University is not meant for the benefit of any particular section of the people, however predominant in numbers, but is intended on the other hand for *all* the subjects of His Highness the Maharaja. The mere theory of "an open door" is not enough but practical facilities must be afforded to all classes alike for profiting by the higher learning of the University. To achieve this end, the University ought to grow out of, and adapt itself to the existing circumstances of the people

rather than force on any section among them a condition which will place it behind other sections. I also fancy that the University is being founded, not with a view to prepare candidates for Government service or to give an impetus to the growth of any particular language, although these benefits may accrue incidentally, but to promote the best interests of learning. And for the sake of the young men who will resort to the University, it is obvious too that, at least at the present stage, the Mysore University should as far as possible co-ordinate itself to the Universities in British India. The provision for Telugu, Tamil, Urdu and Persian is, in this view, as important as the provisions for Kannada and Sanskrit and I do hope that, in framing the first Ordinances, the Government will not allow their sense of propriety, justice and fairness to be swayed by considerations of a mere parochial patriotism. As a Mussalman, let me say a word with regard to Urdu and Persian. Apart from the importance attached to these, because Urdu is the language of the Mussalman home and Persian of Musalman culture, I submit Urdu and Persian are related to Sanskrit, the sacred language of the Hindus, even more closely than the Dravidian langauge current in the State. Urdu specially is purely of Indian birth, it is the *lingua franca* of the whole Indian Continent and deserves to be fostered by all friends of Indian nationalism. It is but right and proper that provision is made for the study of such a language in an indigenous Indian University like the Mysore University.

One word more, Sir, before I close. We have known by experience that it is not statutory institutions or legal provisions that materially affect the people so much as the manner and the spirit in which they are worked. The wish has already been expressed in this Chamber that University, founded as it is at such an enormous cost, should benefit all communities alike. It will rest with the Vice-Chancellor and the other executive officers of the University either to realise this noble ideal or to confirm the suspicion that the University has for its aim the elevation of classes which are already sufficiently advanced. Be it remembered that a great disparity in the intellectual development of the various communities in the State is fraught with danger and that it is the loyal duty of our University to help in reducing such disparity to a minimum. This function is specially important now-a-days. Claims are put forward everywhere of Indians being a compact and united nationality and on this assumption reforms are being advocated in the Government of the land. The minor classes, however, hesitate to fall in line with the major communities on account of the fear, now and again openly expressed, that the University may be swamped by the majority. As friends of Indian advancement, let us even in our "Model State" help to dispel this fear and so work the Mysore University as to inspire confidence in all the minor and backward communities that their interests are safe in the hands of the major and advanced classes. Then only shall we be fulfilling our mission and realizing the hopes and aspirations of our beloved Maharaja out of whose bounty the Mysore University is coming into existence.

With these words, Sir, I support the Bill as amended by the Select Committee.

Mr. M. Karnick Krishnamurthi Rao.—SIR,—On my own behalf and on behalf of the members of the Representative Assembly, whom I have the honour to represent in this Council, I solicit permission to offer very hearty congratulations to His Highness the Maharaja and His Highness' Government on the promptitude with which the Mysore University scheme has been worked out and brought to shape. We are grateful to the Supreme Government for ready sanction and approval of the scheme. I understand the University is for the whole of Mysore wherein, the majority of the people speak Kannada; Kannada is also the court and commercial language, and the language of the Ruling Family of Mysore, and as such Kannada should be a compulsory second language. Candidates may be given the option of taking any Dravidian or Northern Indian language, but the solidarity of Mysore should be aimed at and Kannada therefore should be made compulsory. If that be not possible Kannada translation should be insisted in the University.

I would also advocate the compartment system of examination in the University course, as is being done in other Universities. I hope in the course of time the posts of the Vice-Chancellor and the Registrar will be thrown open for election.

In the matter of admission of students into Colleges and High Schools there is a growing complaint. Qualified students are still being denied seats in the Colleges and many Mysoreans can be seen in the Colleges of Salem, Madanapalli, Mangalore, Coimbatore and other places. A qualified Mysore student should not be denied a seat in his own native College. If necessary more Professors should be appointed and few more Colleges may also with greater advantages be opened.

Mr. C. Narasimhaiya.—SIR,—I have yet another topic which appears to me to be most vital in the interest of the student population. I allude to the passing of the examination in compartments. Of all the Universities in the world the Indian Universities alone have set up high standards. But even in these Universities passing by compartments is allowed and I see no reason why it should not be allowed here. The different subjects in which a student has to pass are independent of each other and it is not at all clear why a student who has passed in a particular subject should be made to study it over again.

I do not want to take up the time of the Council any further but before closing I cannot help alluding to the position of Kannada in the University. Mr. Sarada Charn Mitra, Judge, High Court, Calcutta, has in his article on University Education in India published in the recent Economic Journal said "In one matter however I am in harmony with most of my friends, I mean the medium of instruction. The medium must be vernacular of each Province or State. Mysore must have Kannada. English is a very difficult language to master and unnecessarily a long time is wasted in study in mastering its idioms and idiosyncrasies."

Though we are not at present prepared to go so far we may harmonize the controversy by making a small but healthy change. I would suggest that all the students of the University whatever their second language should make a non-detailed study of at least one Kannada text book every year and pass an examination in composition as they do in the case of English non-detailed books.

In closing my remarks I beg to accord the Bill my support subject to the amendments I have suggested.

Mr. B. K. Garudachar.—SIR,—In the proposed scheme, there is no examination equivalent to the Intermediate examination, after passing which, a student can take a professional course such as Medical, Engineering, etc. If students have to graduate before taking up professional courses, it would be a very great hardship. So, when the Ordinances are issued, I wish that Government should consider the advisability of introducing an examination equivalent to the Intermediate, to enable students to take professional courses instead of graduating.

With these remarks I beg to support the proposition.

Mr. K. P. Puttanna Chetty.—SIR,—I have great pleasure in supporting the motion. In doing so I have only to offer one or two remarks.

Again and again the question of Kannada as a compulsory vernacular has been pressed on the attention of this Council. If I divine rightly the sub conscious mind of those members who have urged this question, I think they have a lurking fear that the public service will in course of time be full of graduates who have not taken Kannada as their vernacular; it is probably this idea which has influenced them in making such a strong point of the language question. We want the University to train men not only for the public service but for all the other vocations of life. As I stated on a former occasion, all the graduates are not absorbed in the public service and there is not a sufficient number to be employed in other walks of life and consequently the country is the poorer for all the education we give. As far as public service is concerned, I think the contention of my learned friends is quite correct. The language of the people is Kannada, the language of the public offices is Kannada and Government have a right to make a rule that public service will be open to only those who possess a good knowledge of Kannada. A rule like this will remove the very just apprehensions of the members who have urged this point on the consideration of the Council. If Government would be so good as to consider this proposal and give an assurance to this effect, the gentlemen who raised the objection would perhaps be glad to withdraw their objection on this score.

As regards the compartment system it is a question to be dealt with by expert educationists. I am sure when the first Ordinances are passed in the way suggested by the Select Committee, the Senate and the Council will give their best consideration to the matter and remove the grievances which are complained of in this respect.

As regards an oriental side of the University, I am in hearty accord with Mr. Venkatakrishnaiya. Our old learning is passing away and every effort is made in British Indian Universities to give prominence and permanence to this old feature of an academic life. In Mysore so much has been done in the past in furtherance of the Sanskrit language that it would be a pity if our Colleges are denuded of Sanskrit students on account of the attractions and inducements afforded by other institutions elsewhere. I hope this will be considered by the University authorities and brought up before Government.

SIR, something has been said about the manner in which this Bill has been brought up before the Council. I do not think that the charge is sustainable. Even if the Bill had been before the Council for a whole year it could not have received more attention or elicited more discussion than it has had from the public and this Council. As in all new measures, there is plenty of scope for differences of opinion in matters of detail. But as Mr. Gulam Ahmad Kalami has said the Bill has been well conceived in a noble spirit and this Council will wish it every success and I trust it will confer upon the country the benefits which are expected from it.

With these few remarks, I have great pleasure in supporting the motion.

Mr. Chakravarti.—SIR,—I wish to make one or two remarks with reference to the observations made by certain members.

Mr. B. Narasinga Rao and many other members have pleaded for the compartment system of passing examinations, and they have criticised the modified compartment system included in the scheme, *viz.*, if a candidate secured 60 per cent of the marks, he will be exempted from appearing in that subject if he appears for the rest within two years. The fear of those who advocate for the compartment system is that the number of passes will be few and that the passes in the Madras University are already few in spite of the compartment system in that University and that if the compartment system is restricted in the way proposed in the Bill the small concession given will be altogether useless. I may mention one fact which will prove that such an apprehension is not borne out by facts. In the Calcutta University there is no compartment system of examinations. If a candidate passes in all other subjects and fails for want of even one mark in one subject, he has to appear for all subjects over again. If the apprehension of low passing is well grounded, then the percentage of passes in the Calcutta University should have been very low indeed. But as a matter of fact, the percentage of passes there is not at all low; on the other hand, of late years it is so high that two special Committees have been appointed to see why the percentage of passes is so high. So that, the number of passes does not depend materially or chiefly on the existence or non-existence of the compartment system. Moreover our University will be practically a residential University in which examination does not play such an important part as in other Universities. It is the general culture of the students in the University course which will receive greater attention. The fact of compartment or no compartment is not, therefore, so important as has been thought by some of the members. If the training given is good, if the culture is sound, and the surroundings in which the student lives during his course of reading are good, he will have received a sound education and the result of the examination will be only a final stamp of the culture he will have received. There need therefore be no apprehension on account of the omission of the compartment system. We have, however, as a matter of fact, got it in a modified form.

Mr. Venkatakrishnaiya has said that those who administer the country and hold Government appointments should know Kanarese. That will be a very good subject for comment in connection with the departmental rules of Government service and cannot have any important bearing on the syllabus of the University. There are of course rules governing entertainment in the public service and one of the conditions is that they should pass an examination in Kanarese. If necessary, they may be made stricter and applied universally. But so far as the University

is concerned, I think it should be conceded that the object is that a student should have a thorough grounding in his own vernacular and in this respect, the present arrangements appear to be most satisfactory. We all know that our Indian Continent is such a vast country that it rarely happens that an administrative unit is also a homogeneous unit. Those who have to arrange for education in that administrative unit must pay equal attention to the various sections of the population.

A complaint has been made that the Senate under the constitution will be of a too official character. I do not think there has been any intention on anybody's part to make the Senate too official. A considerable number of the members will be elected and others will be nominated. If it happens as it rarely may, that the majority of the senate will be official, it will not be due to any intention to officialize the University. It will be admitted by one and all in this Council and outside that the non-official element has been considerably raised and greater concessions are being given almost every year to the non-official community. Hence there can be no reason to believe that the Government purposely intend to make the University an official body. Moreover, the University is not a political body, the interests of the officials and non-officials will be the same and their views will not clash.

About the Oriental Faculty, I have already stated that the matter has received consideration and it has been recorded in such a way that the new Senate will be practically bound to consider the matter and come to some conclusion on it at a very early period of their existence. We have received very excellent opinions to-day. It only requires a little re-organization and co-ordination of existing agencies and we can have a very decent Oriental Faculty which will perhaps be the third Faculty of our University; of course we are claiming Medicine, Engineering, etc., but they are very expensive. For an Oriental Faculty, however, we have got a considerable amount of material—we have a splendid Oriental Library, Sanskrit College containing very illustrious Sanskritists on the staff and it will not be very difficult to establish an Oriental Faculty. I for one earnestly hope that the desire of the members who have spoken on the subject to-day will find fruition very soon.

Mr. Gulam Ahmad Kalami has pleaded for equal treatment to all classes. I have gone through all the papers in the scheme and I have not been able to find any trace of any intention of preference being shown to any particular class or classes. So, I have every right to hope with Mr. Kalami that all classes of His Highness' subjects will receive equal and impartial treatment.

Mr. Garudâchar has raised the question of an examination equivalent to the Intermediate for admission to professional courses. As we are not going to have these courses under the scheme at present, we must depend on other Universities for them. It does not so much depend on us as on other Universities as to what standard they will accept as sufficient for admission to the Technical Colleges. I think the matter has received consideration at the hands of Government and as soon as the views of other Universities are ascertained, every endeavour will be made to fix the standard and pupils will be free to join them.

This is the last stage of the Bill and in a few minutes, it will be put to vote and there is no doubt it will be carried. As the First Member has said, there are many points in the Bill which are not settled facts. We have decided to start the University and some Regulation has to be placed on the Statute Book to legalize the action to be taken. There are certainly many points requiring future consideration. It will be open to the public to give their further consideration to any points and suggest amending Bills. Of course there is foundation for the statement that the Bill has been rushed through at some stages as a matter of necessity. It was only for this reason that the Ordinances and other things could not be fully discussed by the Select Committee. Even if the First Ordinances to be issued are not placed before the public for an expression of opinion, it is simply because they are not considered to be final measures and that further consideration might be bestowed on them.

With these few observations I support the motion.

Mr. B. Narasinga Rao.—SIR,—After the excellant speeches made by my colleagues in Council, there remains very little for me to say. On behalf of the

public I offer my hearty thanks to His Highness the Maharaja and his Government for having given us a University of our own. No doubt there have been some differences of opinion and those differences still exist and will continue to exist until they are remedied. Apart from these differences, we are thankful that we have a permanent University in Mysore and this will be an epoch making day because legislative sanction will be given to the measure in a few minutes. I wanted to finish my observations with these congratulations but the learned Financial Member of Government, Mr. Chakravarti, has made certain observations about the compartment system of examination, which does not find a place in the Calcutta University, and I feel bound to say a few words with reference to his remarks. Mr. Chakravarti being a distinguished educationist, is eminently competent to offer an opinion; and because he is eminent, I fear to place my views before the Council along with his. We want to make our University a model University. If the compartment system is not one of the features of the Calcutta University, it cannot be a model at all to us. We have all along been dealing with the Madras University and our model must to a certain extent be that University. This University has got a very high standard fixed for the examinations, and yet it has the compartment system. I do not see why we should follow the Calcutta University in this instance in preference to the Madras University. The most recent instance of University reform is contained in the Dacca Scheme and the Members of that University have, in their report, advocated the compartment system. With that latest pronouncement on the one hand and with the experience of the Madras University on the other my humble submission is that this is not a matter to be trifled with and that it should have the earnest consideration of Government in the interests of the student population in the State, so that their education may not be hampered.

Two of my learned friends Mr. Basavaiya on the day the Bill was introduced and Mr. Gulam Ahmad Kalami today made a powerful representation that the interests of the backward classes may not be lost sight of. Nobody will agitate that their interests should be ignored. But how can a University help them? All that they can say is that some encouragement in the shape of Scholarships, which the Government have been ungrudgingly giving, might be allotted to them. Beyond this, it is not stated how the University can help them. We do not grudge any attention being paid to them.

Mr. Puttanna Chetty said that the chief grievance on the part of those who insist upon Kannada being made compulsory was that they were afraid that such of those who became officers might not be able to know idiomatic Kannada. This is only one of the overwhelming reasons. This is not, however, the time to sound a discordant note, since the Government have assured through the learned First Member that the Government's mind is open and that the matter is not a settled fact. We hope very earnestly that at one time or another Kannada will be in the forefront in the University curriculum.

Lastly, on the general point of a University for Mysore, I may be permitted to mention that this was one of the most important subjects brought up by the Representative Assembly a few years ago, an Assembly which came into being through the kindness of our Sovereign and the object of which was to associate the people to a certain extent with the administration of the country and to make them understand that the interests of Government are identical with those of the people. The Representative Assembly will feel highly gratified at an important suggestion of theirs having materialized in the mind of the Government and taken practical shape in so short a time.

In conclusion, Sir, I beg to convey the heartfelt gratitude of the people of Mysore to His Highness for the interest evinced in establishing this University and the amount the Government have spent and are spending for the education of the people of this country.

Mr. S. Seetharamaiya.—Sir,—In addition to the other points brought to the notice of this Council, I have one other matter to be placed before Government for their favourable consideration.

In the University Bill no provision has been made on behalf of the students who may not secure a pass after undergoing four years' training in the College. In

case they fail and have to undergo the course over again by attending the College, it will be very hard on them. I would suggest that a provision may be made for exempting such students who have completed their course from attending the College again and for appearing for the examination privately as is done in the Madras University in certain cases. That is the only point which appears to me to require consideration before passing the Bill. In conclusion, I heartily join with Mr. B. Narasinga Rao in expressing our sincere gratitude to His Highness for having conferred upon the country a University and I beg to invoke the blessing of the Almighty God upon the University which will come into existence the next moment and also upon His Highness and the Royal Family.

Mr. B. V. Ramaswami Chetty.—I am glad, Sir, that we have come to the stage of passing the Bill and adopting it. In the light of the observations made by the previous speakers I beg to say one or two words.

With regard to the remark made by Mr. Venkatakrishnaiya that since three-fourths of the population speak Kannada, that language alone should be made compulsory, I would merely say that this is just the ground why there is no necessity to make particularly Kannada language compulsory; because when such a large part of the population speak that language, they will certainly take care of it without the aid of compulsion and there is no fear that that language would go to the background.

With regard to the observations made by another member that in the case of people who have not taken Kanarese as their optional language a certain test should be prescribed before entertaining them in the public service, I am heartily in accord with him. I would go further and say that the test may be very hard and searching and unless they pass it, they should not be admitted. It is quite a different matter from that we are discussing in connection with the University curriculum. I know as a matter of fact that such a test is already prescribed in the case of the members of the Civil Service.

With regard to the question of equal treatment what is desired is, in the case of boys who belong to classes other than the Brahmin community, such treatment as is possible in the circumstances of the case. What is possible seems to be to set apart a certain number of scholarships and freeships in the case of the backward community such as Lingayet, Baljigar, Vokkaligar, etc., and perhaps Mahommedans also. No other special treatment can be expected from the Government.

It was said that each Province must have a special vernacular and as this Province consists of only Kanarese people for the most part, Kannada must be made compulsory. With reference to this, I can only say that people are so mixed up here that we cannot exactly say that one locality is entirely of one nationality and of no other. Here the Tamilians, Telugus, Kannadigas, Mahommadans and others are so much mixed up that there is really no necessity to force Kannada equally on all.

Mr. Basavaiya.—SIR,—I am now called upon by my learned friend on the right (Mr. B. Narasinga Rao) to support my own proposition with regard to the treatment of the backward classes. The question is no doubt a large one inasmuch as it concerns 56 lakhs of people out of 58 lakhs. I have been able to show by certain statistics at the last meeting of this Council that the education of these 56 lakhs of people has been not so satisfactory as one interested in the Collegiate and High School education of the backward classes would wish it to be. It is not that anybody has found fault with the intellectual development of the remaining two lakhs of people. For myself I would even fight for the cause of these two lakhs more than those who oppose me in the intellectual amelioration of the backward communities. My contention is merely that side by side with the intellectual development of one class of people incentives should be given to the other classes also of His Highness' subjects for a similar development. The present position is that all classes are not equally developed. It is not true that the doors are quite open to all, for the incentives given are not as encouraging as one would desire. In fact, we have College hostels. But it would be interesting to know how many of these are set apart for the benefit of those communities which are not sufficiently developed.

It will not be very difficult to find that a large number of the students of the other communities have either no places secured to them or their accommodation has not been sufficiently scrutinized. For instance, the Mahratta, the Vaisya and other communities have not been provided with a hostel of their own. For this purpose the Government should come to their help. I am only going to give small instances. The Kitchetty Chatram acquired by the Government with the object of serving as hostels for the non-brahmins was subsequently withdrawn from that object as the Government wanted it for some other purpose. By all means utilize the land. But was any other land given in exchange for the purpose of the hostels? On the other hand, the Government suggested that there was another bit of land somewhere else, that the owner demanded Rs. 15,000 for it and that if the people would contribute a portion of the amount the site would be placed at the disposal of the communities that wanted it. Is this a very encouraging prospect? I am only suggesting that the Government should view with more favour the development of other classes also. It is not that the Government ought not to encourage the two lakhs of people. As was put forward the other day, it is not with any spirit of antagonism but with the avowed object of educating and uplifting the non-educated section, with a view to make the national unity of the country stronger and grow faster that we should work.

My learned friend Mr. Narasinga Rao said that in the matter of scholarships equal facilities may be given to all classes. At present I am led to think that such facilities are not given to certain students. There are about one lakh of scholarships granted by Government. I should like to know how much of this amount was granted to the lower classes. I do not want any arithmetical division. All that I desire is that the Government should distribute it in an equal manner.

With these observations, I beg to support the proposition.

Rao Bahadur Mr. M. Shama Rao.—SIR,—With reference to the question asked by Mr. Basavaiya regarding the distribution of scholarships, I would only ask whether Mr. Basavaiya has ever looked into the statistics of the distribution of the scholarship amount. I assure the Council that whenever there are any non-Brahmin applicants for scholarships along with the Brahmin candidates the former had almost invariably the first choice, excluding perhaps the Mohammadans who have their own scholarships. Preference is always given to non-brahmins. I may quote in this connection that the number of foreign scholarships awarded was 11 of which 3 were given to non-brahmins. A very responsible Committee had been appointed to go into the question of the selection of candidates for these scholarships and I dare say nobody will accuse that Committee in regard to the distribution.

Mr. M. Basavaiya also accuses Government about the admission of non-brahmins. The difficulty is not that the non-brahmins are refused but that they do not come. If they only come, I shall certainly take them even to the exclusion of Brahmin students. I must deprecate any sort of insinuation or hint against the motives of any responsible Government officer.

Mr. K. S. Chandrasekhara Aiyar.—SIR,—It is not my purpose at this late stage of the discussion to go into the details of the Bill; that has been sufficiently done by the speakers that have gone before me. But on so unique an occasion as the present when a really great step forward is about to be taken for achieving national progress, I do not wish to give an altogether silent vote.

Apart from the support due from me to the Bill as a Member of the Government, I wish to express personally my hearty concurrence with the aims and objects for which this Bill stands and my fervent hope that the methods adopted and the machinery provided, upon which after all a good deal depends, will tend to achieve as far as possible those aims and objects in the fullness of time.

The University about to be established will embody various desirable features—of which I mention one or two which occur to my mind at the moment:

the prominence given to the teaching as distinguished from the merely examining side of the University;

the tutorial system, enforced by residential arrangements ensuring personal supervision by tutors and close and hearty association between professors and pupils;

the provision of a special University entrance class preparatory to the college course proper;

the importance attached to practical and cultural work as opposed to purely literary and academical study;

the encouragement to be afforded to the study of the vernaculars, and this, I trust, not by mere compulsion but by making such study really attractive and profitable;

the provision for imparting physical and moral training; and so forth.

I am sure that the people of the State regardless of classes and communities will rise to the greatness of the occasion, and take full advantage of the opportunities which the Bill about to be passed will freely open to them and those that come after them for achieving efficiency along the varied lines afforded by the University curriculum and determined by the natural talents and the preferences of the pupils.

With these remarks I join in voting in favour of the Bill.

The Yuvaraj.—MR. PRESIDENT,—As this Bill which will bring into existence an institution that will prove a great land-mark in the history of the State is, after undergoing an exhaustive and critical examination at the hands of this Council, about to receive the unanimous support of this Council and be passed into law, I feel I should be expressing the feelings that are uppermost in the hearts of not only every member present in this Chamber but of every right-thinking man in the State, when I say that we wish the All Benign will bless the University with every success and prosperity and hope it may prove a lasting source of light and happiness to the people of our State. (Cheers.)

Dewan.—GENTLEMEN,—Before I put the motion to the vote, I need only make a few general observations on some of the more important points which have been raised in the course of this debate.

In the first place, I may be permitted to compliment the members of the Council on the ability with which they have discussed the various aspects of the University Scheme, the depth and soundness of many of their observations and the searching character of their enquiries. My colleague Mr. Banerji also wishes to acknowledge the valuable help he received from the members of the Select Committee.

Of the several important points raised in the course of this debate, a good deal of controversy has centered on the question of the exclusive recognition of the Kannada language. I sympathise with the view that, as far as possible, the language of every community within the State should be represented in the curricula of the University. But judged from a utilitarian point of view, you will agree that, by having too many languages, we will be placing an intellectual burden on the population. We shall be spending more time on language than on matter. We shall be dissipating the energies of our people and scattering our force. English is the language of civilization, Kannada is the language of the Court and of the great majority of the population. These two languages should suffice for our purpose. If we have more, it would mean that none of the vernaculars will get a chance of rapid development.

As regards religious training, it would be difficult to satisfy all denominations and the attempt to help to develop religious sentiment through the University would, I fear, end in failure. Later on, Theology may form a separate Faculty if public opinion approves of it. The case of the Hindu University which has been referred to is different. It is professedly a denominational University.

Several minor amendments have been introduced into the Bill with a view to give the Vice-Chancellor a definite position and to retain with Government adequate power to watch over the work and the development of the University in its early stages. Our scheme provides for a new type of University of which the colleges form an integral part. In the British Indian Universities, the colleges are not directly under the University. They are a department supervised by Government. The Vice-Chancellor under our scheme will have duties and responsibilities towards the Senate and Council on the one side and towards Government on the other. Government have responsibilities to discharge in their relations with the Government of India and the neighbouring Universities and it is necessary that they should have an executive head who will be responsible to them.

Some remarks were made on the last occasion about the site selected for the University in the Mysore City. The site has been definitely fixed and the plans and estimates are nearly ready. The new University will be located round the existing college just on the outskirts of the City and, as stated in the scheme, the locality is considered an ideal one for the purpose. I have had the privilege of visiting numerous Universities in England, on the Continent as well as in America and Canada. The great majority of them are situated in populated areas. I do not believe in segregating the students and allowing them to grow up as it were in a cloistered life. They will be at a disadvantage when they come back to the hard realities of this work-a-day world. The aim of the University should be rather to train the character of the students under conditions not entirely different from those which they will have to encounter in later life.

Any scheme that we may devise will be necessarily imperfect at first. Developments should be attempted slowly and cautiously. The buildings must grow. We have to look out for more Professors, both European and Indian, men possessing lofty ideals and a high character. We begin with two Faculties at first and we will probably add Engineering and Commerce next; Agriculture, Law and Medicine may follow. Till the new colleges are built and fully equipped, we may have to be content with granting diplomas or licenses or certificates to students. In the meantime, we may go on developing the bureaus of publication and extension work.

Since we published the University Scheme, many criticisms have been levelled against it as regards the type, faculties and other details. There may be several forms into which a University may be shaped. With the best will in the world, Government can choose but one form. If all the critics met and discussed each other's proposals and formed decisions by a vote of the majority taking into account at the same time the present conditions of education and the resources of the State, I am inclined to think that they would come to nearly the same conclusions that His Highness' Government have now placed before you.

I hope that the appeal made by me on the last occasion for endowments and gifts for the University will receive hearty support from the public.

It is His Highness the Maharaja's wish that this University should grow up into a high class institution and that all officers of Government and the leaders of the people should cordially co-operate to make it so. It is also His Highness' wish that under its fostering care all classes of His Highness' subjects should profit and that it should contribute to the uplift of all strata of society, the rich and the poor, the forward as well as the backward.

Now that we have decided on the form of the University and the scope of its work, may I express the hope that all controversies will be hushed till the sapling takes root? I know that all parties join us in the wish that the University should prove a blessing to the people and a credit to the State.

The motion was then put to vote and passed.

The meeting was then adjourned to 12 noon on Tuesday the 18th July 1916.

By Order,

G. SREENIVASA IYER,

Secretary, Mysore Legislative Council.